DOCUMENT RESUME

ED 135 354 IR 004 445

AUTHOR	Cochran, Lee W.
TITLE	Curricula-Media Dialogue for Meeting Changing Community Needs. Summary Report of the Lake Okoboji Educational Media Leadership Conference (15th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 18-22, 1969).
INSTITUTION	Iowa Univ., Iowa City. Div. of Extension and Services.
SPONS AGENCY	National Education Association, Washington, D. C. Dept. of Audiovisual Instruction.
PUB DATE	Aug 69
NOTE	104p.; This Summary Report of the Fifteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers. For related documents, see IR 004 443-451. Best available copy
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Change Agents; Conferences; *Curriculum Planning; Educational Change; *Educational Needs; *Educational Technology; Ethnic Groups; Higher Education; *Instructional Technology; Leadership Training; *Media Specialists; Minority Groups; Rural Education; School Community Relationship; Suburban Schools; Urban Education
IDENTIFIERS	*Lake Okoboji Educational Media Leadership Conf

ABSTRACT

Summarized are the proceedings of the fifteenth Lake Okoboji Educational Media Leadership Conference. The first section of the report presents a transcript of the keynote address, which was concerned with the inadequacy of many educational programs in meeting community needs. Brief reviews of the general sessions and reports of group discussions are next given. Four groups centered their discussions on problems, solutions, and the media professional's role in providing services for the urban, suburban, and rural community, and higher education. A list of 64 delegates and their concerns are appended to the report. (SC)

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SUMMARY REPORT

of the

FIFTEENTH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

Iowa Lakeside Laboratory
Lake Okoboji
Milford, Iowa

August 18-22, 1969

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National Education Association
Washington, D. C.

The past four Summary Reports have been edited by Norman Felsenthal, formerly on the Iowa Staff. He is now Associate Professor, Department of Speech, Heavilon Hall, Purdue University, Lafayette, Indiana 47907

IR004445

NOTE: This Summary Report of the Fifteenth Lake Okoboji Educational Media Leadership Conference should be considered as a series of working papers and should be so listed if reproduced in any form.

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FOREWORD

The 15th Annual Lake Okoboji Educational Media Leadership Conference is history. Whether it accomplished its leadership role depends on how the delegates use the Okoboji Experience and information gained through discussion to further the use of technology in their own state, area or community.

The delegates this year attacked the theme "Curricula-Media Dialogue for Meeting Changing Community Needs." From the time of the original selection of the theme in the fall of 1968, it was agreed that Urban Education would receive considerable attention. After the keynote talk and organizational appointments, the conference group decided to break into four discussion groups as follows:

> Curricula-Media Dialogue for Meeting Changing Community Needs---
> In the Urban Community, the Suburban Community, the Rural Community and in Colleges and Universities

Delegates to this conference came from thirty-four states, the District of Columbia, Puerto Rico, and Canada. Those present represented many different types of media activities from the large urban city, medium size city, the small city or town school system. They represented the large multi-college university, the medium size university and the smaller community colleges. They represented state education departments, television activities, learning resource area centers, industry and some were advance graduate students. The unstructured nature of the Okoboji Conference makes the graduate student who is working on a degree just as important as a person who has been in the field for twenty-five years or more. There seems to be an amalgamation of the delegates working toward finding answers.

Perhaps the most distressing thought that was stated by keynoter Medill Bair and echoed through the meeting hall on several other occasions and by the summarizer was: "If we, the Educational Media Specialist, don't do the job of providing for instructional needs, someone else will do it for us." Again quoting from the Conference Summarizer, Charles Vento, regarding Bair's keynote, he said: "Bair was candid with his criticisms of the media field and challenged our claim as change agents. Our dilemma rests not with the wide range of resources available for use by teachers and students but, he stated, with the lack of people trained for their effective use." Vento further stated: "Considerable positive influences have been brought upon each of us. We have evolved a new insight. We have new understanding of culture and ethnic groups. This week our knowledge base moves beyond media exclusively. Minds changed. We recognize these five days as real influences upon our work. You as individuals are changed and for the better. The processes you evolved this week must now wind up in your community."

Lee W. Cochran
The University of Iowa

Chairman: Iowa Committee for
Okoboji Conferences

PERSONS ATTENDING THE FIFTEENTH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

August 18-22, 1969
Iowa Lakeside Laboratory, Milford, Iowa

Note: (68) The number in parenthesis following the name indicates the previous years this person has attended Okoboji conferences and special committee assignments, if any.

1. Anderson, Edward L., Assistant Professor, Wisconsin State University, Oshkosh, Wisconsin (69)

2. Aust, Jan (Miss), 728 No. E., Apt. 1, Lompoc, California 93436 (69)

3. Bair, Medill, Superintendent of Schools, Hartford Public Schools, 249 High Street, Hartford, Connecticut 06103 (Keynote Speaker)

4. Battram, John V., Director, Instructional Media Services, Wisconsin State University, Whitewater, Wisconsin 53190 (69)

5. Bishop, William L., Audiovisual Specialist, Materials Center, 4800 Varnum Street, Bladensburg, Maryland 20710 (69)

6. Bissmeyer, O. E., Professor of AV, University of Kentucky, College of Education, Lexington, Kentucky 40506 (61, 69)

7. Bitterman, Wayne, Media Specialist, Bellevue Community College, 4333 A. 128th Avenue SE, Bellevue, Washington 98004 (69)

8. Breznik, Roy, Director of the Bossier Parish Educational Resources Center, 3228 Barksdale Boulevard, Bossier City, Louisiana 71010 (69)

9. Campion, Lee, Division of Educational Communications, New York State Education Department, Albany, New York 12224 (55, 56, 60, 68, 69) (President of DAVI)

10. Carlock, Philip D., Associate Dean of Instruction, Forest Park Community College, 5600 Oakland, St. Louis, Missouri 63110 (67, 69)

11. Clark, Ann (Mrs.), Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (62 through 69) (Conference Office Manager - Iowa Committee)

12. Cochran, Lee W., Director Emeritus, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (55 through 69) (Chairman, Iowa Committee for Okoboji Conferences)

13. Cochran, Lida M., Assistant Professor, College of Education, The University of Iowa, Iowa City, Iowa 52240 (60 through 69)

14. Davies, William P., Coordinator, AV Services, Albuquerque Public Schools, P. O. Box 1927, Albuquerque, New Mexico 87103 (69)

15. Davis, James, Consultant, Portage County Board of Education, 220 W. Riddle, Ravenna, Ohio 44266 (69)

16. Dawson, Edward H., Director, Title II, Somerset County Media Center, 422 Route 206 South, Somerville, New Jersey 08876 (65, 67, 68, 69) (Planning Committee 1969)

17. Diamond, Robert M., Director, Instructional Resources Center, State University College, Fredonia, New York 14063 (69)

18. Doellinger, Keith, College of Education, The University of Iowa, Iowa City, Iowa 52240 (69) (Iowa Committee)

19. Echevarria, Angela Gibert de, Assistant Professor, Audio-Visual Center, University of Puerto Rico, Rio Piedras, Puerto Rico (69)

20. Felsenthal, Norman, Assistant Professor, Department of Speech, Heavilon Hall, Purdue University, Lafayette, Indiana 47907 - formerly on AV Staff, The University of Iowa (66 through 69) (Iowa Committee)

21. Felty, Walter, Director, Audiovisual Center, Marshall University, Huntington, West Virginia 25701 (69)

22. Forbes, Loren, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (69) (Iowa Committee)

23. Gifford, David S., Consultant, Educational Media, 71 Fair Street, Wallingford, Connecticut 06492 (67, 68, 69) (Planning Committee 1969)

24. Giorgio, Joseph F., Director of Audiovisual Education, Vernon Public Schools, Box 420, Vernon, Connecticut 06086 (69)

25. Goldman, Sidney, Audiovisual Director, Roosevelt Public Schools, 1 Wagner Avenue, Roosevelt, New York 11575 (69)

26. Hawes, Ernest G., Coordinator, Media Operations, Clark County School District, 2832 E. Flamingo Road, Las Vegas, Nevada 89109 (69)

27. Hed, Douglas S., A-V Consultant, Edina Public Schools, Edina, Minnesota 55424 (69)

28. Hedges, John R., 30 Leamer Court, Iowa City, Iowa 52240 (55 through 69) (Honorary Chairman, Iowa Committee)

29. Hill, Harold E., Associate Director, Bureau of Audiovisual Instruction, University of Colorado, Boulder, Colorado 80302 (63 through 69)

30. Hitchens, Howard B., Jr., Executive Director, Department of Audiovisual Instruction of NEA, 1201 16th Street, N. W., Washington, D. C. 20036 (66, 67, 68, 69) (Chairman, Planning Committee 1969)

31. Holmes, John R., Educational Media Consultant, South Central Educational Service Unit, 1713 Linwood Drive, Bedford, Indiana 47421 (69)

32. Hoyt, Charles T., Audiovisual Director, Onslow County Schools, P. O. Box 99, Jacksonville, North Carolina 28540 (69)

33. Hubbard, Philip G., Vice Provost, The University of Iowa, Iowa City, Iowa 52240 (69)

34. Huisman, Mayo J., Supervisor of Instructional Materials, Rapid City Public Schools, 809 South Street, Rapid City, South Dakota 57701 (69)

35. Hutcheson, Sister Sigrid, Director of Educational Media, College of St. Benedict, St. Joseph, Minnesota 56374 (68, 69)

36. Krueger, Richard L., State Supervisor, Audiovisual Education, State Department of Public Instruction, P. O. Box 697, Dover, Delaware 19901 (69)

37. Lane, James, Audiovisual Director, Parsippany Hills High School, Parsippany, New Jersey 07054 (69)

38. Leavitt, Keith, Director, Operation Prime, Resource Center, 858 Brighton Avenue, Portland, Maine 04102 (69)

39. Long, Robert A., Associate Director, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 (64, 67, 68, 69) (Iowa Committee)

40. Maull, Robert, Executive Director, Instructional Professional Services Division, National Association of Educational Broadcasters, 1346 Connecticut Avenue, Washington, D. C. 20036 (69)

41. Meinhardt, Robert, Director, Instructional Media Center, Jackson County IED, 1133 S. Riverside Street, Medford, Oregon 97501 (69)

42. Michaels, Gene, Audio-Visual Center, Indiana University, Bloomington, Indiana 47401 (69)

43. Moore, G. A. B., Assistant Professor and Director, Centre for Instructional Technology, Sir George Williams University, 1435 Drummond Street, Montreal, Quebec, Canada (69)

44. Myers, Dennis, Assistant Professor of Education, Washington State University, Pullman, Washington (67, 69) (Iowa Committee)

45. Nalley, D. E., Principal, Norcross Elementary School, 181 Born Street, Norcross, Georgia 30071 (69)

46. Oglesby, William B., Director, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52240 - formerly Director, Instructional Resources Center, Kent State University, Kent, Ohio 44240 (68, 69)

47. Payne, Ron, Supervisor of Campus Services Department of the Audiovisual Center, Oklahoma State University, Stillwater, Oklahoma 74074 (69)

48. Pfund, J. Richard, Director, Learning Resources Center, State University College, Oswego, New York 13126 (68, 69) (Planning Committee 1969)

49. Pula, Fred John, Director of University Audiovisual Services, Boston College, Chestnut Hill, Massachusetts 02167 (69)

50. Roberts, Charlie W., Jr., Assistant Professor, College of Education, Louisiana State University, Baton Rouge, Louisiana 70803 (68, 69) (Planning Committee 1969)

51. Ruff, Del G., Supervisor of Audiovisual Services, 1520 N. Plum, Hutchinson, Kansas 67501 (69)

52. Saks, Lewis, Director, Audiovisual, East Detroit Public Schools, 17400 Third, Detroit, Michigan 48203 (69)

53. Shafer, Hugh M., Director, Instructional Resources Laboratory, Graduate School of Education, University of Pennsylvania, 3700 Walnut Street, Philadelphia, Pennsylvania 19104 (69)

54. Siegel, Norman, Chief Communications Services, New York City Health Department, 125 Worth Street, New York, N. Y. 10013 (69)

55. Suchesk, Arthur M., Multi-Media Division, Southern California Regional Occupational Center, 2300 Crenshaw Boulevard, Torrance, California 90501 (69)

56. Sullivan, Peggy A., Apt. 7, 1219 Foster Avenue, Chicago, Illinois 60640 (66, 67, 68, 69)

57. Teague, David G., Curriculum Assistant, Jackson Public Schools, 662 South President Street, Jackson, Mississippi 39205 (69)

58. Tubbs, Gordon H., Eastman Kodak Company, 343 State Street, Rochester, New York 14650 (66, 68, 69)

59. Tully, James, Assistant Instructor, East Texas State University, Commerce, Texas 75428 (69)

60. Vento, Charles J., Executive Secretary, Valley Instructional TV Association, Box 6, Sacramento, California 95801 (69)

61. Waldron, James, New Slocum Heights, Bldg. A-6, #11, Syracuse, New York 13210 (69)

62. Whipple, Richard, Director, AV Services, Urbandale Community Schools, 7101 Airline, Urbandale, Iowa 50322 (69) (Iowa Committee)

63. White, Eugene H., Director of Audio-Visual Section, Los Angeles City Schools, 1061 Temple Street, Los Angeles, California 90012 (68, 69) (Planning Committee 1969)

64. Winsor, Donald, Director, Learning Resources Service, Southern Illinois University, Carbondale, Illinois 62901 (69)

* * * *

1969 OKOBOJI CONFERENCE PLANNING COMMITTEE

In October 1968, DAVI President John P. Vergis, appointed the following persons to serve as a Planning Committee for the Fifteenth Lake Okoboji Educational Media Leadership Conference:

Lt. Col. Howard B. Hitchens, Jr.
(Chairman)
Edward H. Dawson
David S. Gifford
Arthur Lalime*
J. Richard Pfund
Charlie W. Roberts, Jr.
Eugene H. White
Lee Campion, Ex-Officio
Lee W. Cochran, Ex-Officio

*Arthur Lalime was unable to attend the conference.

Early in October each member of the Planning Committee received a list of the themes recommended and voted on by the delegates to the previous conference. From this the committee selected the 1969 topic to be: "Curricula-Media Dialogue for Meeting Changing Community Needs."

The committee carried on its selection of resource people and others to be invited to the 1969 conference. The DAVI Office in Washington, D. C. asked each DAVI Affiliated Group to nominate one person, with two possible alternates, to be invited to the meeting.

The first meeting of the Planning Committee took place in Portland, Oregon, during the DAVI Convention in April, 1969. At this meeting the committee firmed up its final list of resource people and graduate students to be invited. They also suggested several keynote speakers, selection to be made depending on availability of those named. Medill Bair, Superintendent, Public Schools, Hartford, Connecticut, accepted the challenge to give the keynote. Bair was selected in order to bring to the conference the problems of a community that is composed of half white and half black, and how Hartford was handling its educational program.

The committee met again on August 17, 1969, at the Iowa Lakeside Laboratory, where the conference is held, on the West Shores of Lake Okoboji in Northwest Iowa. At this meeting ground rules were established, working committees were appointed, and a time table established for starting the meetings.

If history proves this conference to have accomplished its purpose of leadership development, it is entirely due to the hard work and time devoted to its organization by the Planning Committee.

* * * * * *

FIRST GENERAL SESSION

Monday, August 18, 1969
9:00 a.m.
Presiding: Lee W. Cochran, Chairman, Iowa Committee for Okoboji Conferences, and Howard Hitchens, Chairman, 1969 Okoboji Conference Planning Committee

I. Lee W. Cochran opened the Fifteenth Lake Okoboji Educational Media Leadership Conference and told the delegates "It is a distinct pleasure on my part to have you here."

Philip G. Hubbard

II. Dr. Philip G. Hubbard, Vice Provost, The University of Iowa, welcomed the delegates to Iowa and to the Iowa Lakeside Laboratory. Dr. Hubbard expressed three ideas concerning urban education for the conferees to consider:

A. If you are going to talk about education, you can't start with K. You must start with the expectant mother.

B. Is there someone in the child's environment who communicates with him verbally, and thus prepares him for the verbal environment of the public school?

C. Is the educational environment in the home and in the community adequate?

"We think of the ethnic minorities as being handicapped," said Dr. Hubbard, "but we fail to realize that an ethnic majority which isolates itself can also be handicapped. Those students who come from a diverse background are better able to cope with and to profit from a university education."

III. A brief review of the fourteen previous conferences was presented by Lee W. Cochran. He noted that six of the thirty-seven delegates who attended the first Okoboji Conference in 1955 later became presidents of DAVI. During the second conference Charles F. Hoban, Jr., initiated a new and important concept in his keynote address, "A Systems Approach to Audio-Visual Communication."

Over the intervening years educational media leaders and neophytes have had the unique opportunity to meet and, more importantly, to interact with one another. Okoboji has provided the guidelines for at least six regional leadership conferences.

"From the first conference (Okoboji) was planned as a meeting where the delegates had to think, and not a place where delegates would come to just listen to speakers who would give them the word. . . . You are Okoboji--you must provide its guidance, its substance, and provide the look over the horizon to the future."

Upon concluding his remarks, Mr. Cochran introduced all members of the Iowa Committee and reiterated the "ground rules" which the Planning Committee had legislated for all delegates. He then asked the conferees to stand in silence for thirty seconds in memory of two delegates to the 1968 Okoboji Conference who had died during the intervening year--James Finn and Warren Haffner.

IV. Mr. Cochran then presented the conference gavel to Howard Hitchens, Chairman of the 1969 Planning Committee, who presided for the remainder of the session.

V. Coffee break at 10:15 a.m.

VI. Reconvened at 10:40 a. m. Chairman Hitchens introduced other members of the Planning Committee: Edward Dawson, David Gifford, Richard Pfund, Charlie Roberts and Eugene White.

Cochran presents gavel to Chairman Hitchens

VII. Each delegate was then asked to introduce himself to the conferees and to give a brief background of his experiences.

VIII. Harold Hill, chairman of the ad hoc nominating committee for selection of conference co-chairmen, presented four names to the delegates for consideration: Edward Dawson, Richard Pfund, Charlie Roberts, and Gordon Tubbs. Ballots were distributed.

IX. A motion to retain the Planning Committee as an advisory council to assist the co-chairmen was approved by the conferees.

X. Howard Hitchens appointed the following committees to serve for the balance of the conference:

A. Social Committee: John Hedges, Chairman; Harold Hill and Howard Hitchens

(First General Session - continued)

B. Resolutions Committee: Lewis Saks, Chairman; O. E. Bissmeyer, Charles Vento, Howard Hitchens (ex-officio)

C. Press Committee: Peggy Sullivan, Chairman; Douglas Hed and William Oglesby

D. Blabbermouth Committee: Edward Dawson, Chairman; Dennis Myers, Robert Diamond and Keith Doellinger

E. Recorder and Editor, Summary Report: Norman Felsenthal

F. Audio Recording: Richard Whipple

G. Keeper of the Word: Harold Hill

H. Conference Summarizer: Charles Vento

XI. Nominating Committee Chairman Harold Hill announced the results of balloting for conference co-chairmen. Richard Pfund and Gordon Tubbs were selected by the delegates.

XII. Charlie Roberts was installed as Chairman of Rest and presented with the symbols of his office. He was also given the additional responsibility of silencing nit-pickers who impeded the progress of the conference. Planning Committee Chairman, Howard Hitchens, announced that a five minute rule would also be in effect for the balance of the conference; i.e., no delegate may speak before the general session for longer than five minutes without previous authority from the conference co-chairmen.

Tubbs, Hitchens, and Pfund

13

XIII. Howard Hitchens presented the conference gavel to the co-chairmen, Richard Pfund and Gordon Tubbs.

XIV. Adjournment at 11:45 a.m.

* * * * * * * * * * *

SECOND GENERAL SESSION

Monday, August 18, 1969
1:30 p.m.
Presiding: Gordon Tubbs

I. Co-chairman Gordon Tubbs convened the session and read a telegram from Leone and Walter Lake which told of the Lake's disappointment in being absent from the conference, gave a favorable report on Walter Lake's health, and expressed best wishes to all delegates for a successful conference.

II. Howard Hitchens introduced the keynote speaker, Medill Bair, who gave the following address.

Gordon Tubbs and Medill Bair

CURRICULA-MEDIA DIALOGUE FOR BETTER COMMUNITY SCHOOLS

by Medill Bair,
Superintendent of Schools,
Hartford, Connecticut

I would like to start by suggesting "Um-ga-wa" to all but I don't know what it means, so I don't think I will. If I've insulted some of you, great, because that's what I want to do. I'm convinced that the topic that we're talking about is a topic that most of us don't know anything about--we're in a climate and an atmosphere which certainly does not lead to solving the kinds of problems that we're meeting. I talked to the college staff at the University of Connecticut and I told them that they would not solve the problems of the urban society in a cow pasture. Neither do I think that we will solve the problems of schools in this beautiful Iowa area.

(Bair's keynote address continued)

I'm delighted to come back to Iowa because my dad and mother both graduated from West High School in Des Moines. It's an area of the country which, in recent years, I've passed over in an airplane going east to west or the west to the east, so now I'm seeing a little bit of the country in a different fashion.

I'm also happy to be here because the last three telephone calls I received before leaving home were rather threatening. The first one said, "Mr. Bair, we want you to know that if you don't change your mind," (I'd transferred a very popular teacher from one school to another job), "we're going to put Weaver High School in turmoil." My wife took the second call and the caller told her to tell me that they were going to burn Weaver to the ground. The third message my wife received just before I left home to drive to the airport. The man who was calling said he would have an opportunity to walk over my grave. These are the kinds of calls, problems, that one faces. I talked on the telephone this morning with my office and was told that when I returned home I would be served with some kind of a legal paper which would take me into court on the transfer decision that I had made. These are normal, everyday problems that we face in education today. And this is why I'm not sure that this group has either the interest, the intent or the competencies, the climate, or anything else to solve the problems of the city.

As I read over the list of people who are attending this conference, I was intrigued to find that many of you are in colleges and universities, and in my opinion today, the colleges and universities are generally the place the superintendent goes when he's been fired from his job in the city. It's a place to escape to. When I look over the people in the areas of media, look over my own people, I find they are people who are highly competent in dealing with techniques and procedures--they've got more damned gadgetry than I know what it's all about--but that gadgetry doesn't seem to be solving any of the problems of the city as far as I can make out. Is this the right place to talk about the topic that I'm talking about?

The final problem that I face today is I'm not sure I know what the topic is. Lee Cochran wrote me a letter and talked to me on the phone and I was sure I knew what the topic was and I wrote a very fancy speech. I got all kinds of advice and assistance, I went back and read over the speeches of the four prior keynote people and found that they were experts in the area of audiovisual education, so I prepared a speech which ranged around that area, trying to suggest ways and means that you folks could be of some help.

Then this morning, the Vice Provost put a different slant on the topic. He indicated that the topic was different from what I had thought it was. As a matter of fact, he damned near made the topic real. He suggested that we do have some problems in the city, and he did suggest that maybe we needed some different kind of people than we have here to solve these problems. As a matter of fact, he tried to get a few of them up here. If I'd known that's

(Bair's keynote address continued)

what you wanted, I could have gotten them for you quite easily. I've got them coming out of my ears. I can assure you that when I get back to my office there'll probably be a crowd of kids squatting in the halls. I can assure you that they'll have a board meeting on Thursday at five o'clock and I can assure you that there'll be forty or fifty or a hundred people there to tell us what we're doing wrong, and they probably are right, by the way. The possibility of finding the kinds of people that you need to solve your problems are quite simple.

I warned some of you before I started that I was going to change from my usual procedure. My usual procedure is to be blunt, be brief and be gone. I am blunt, and will continue to be blunt for two reasons: First, because it's my nature, but secondly because I would like to shock you people enough into doing something to realize that no matter where you're at, whether you're in an agricultural school in the center of the corn fields of Iowa, or whether you happen to be an audiovisual man in a suburb of Hartford, you had better face up to these problems before it's too late.

I am firmly convinced that if we who are in education don't do something, there are people not in education who are going to solve our problems for us. Whether it's the blacks or whether it's another group, I don't know.

One of the early things that I said in the speech that I prepared--and which I'm not going to follow very closely--was that I had a kind of multiple choice examination going. I listed audiovisual education, educational media, instructional materials and services and educational technology and I was going to tell you that I didn't know anything about any of those topics. As a matter of fact, I'm not sure that I know much of anything. When I was employed in Hartford, the Board of Education interviewed me and in the course of three hours they asked three basic questions. The first question was: What do you know about the problems of the city? I told them nothing. All my life I've been a superintendent in suburbs, in lush suburbs, in wealthy suburbs, in suburbs where the parents measured the success of schools by whether the kids could get into The University of Iowa, or in most cases, into Harvard and Yale. The second question they asked was: What did I know about Negroes? I told them I had two blacks that were friends and that's all I knew about them. I had never had many blacks in my schools, so I couldn't say that I knew anything about them. Third they asked: What do you know about teacher unions? I told them nothing, which was completely true. So they hired me.

By the way, if you're looking for a job as superintendent this probably tells you the answers to the kind of questions the board members are going to ask.

After getting to Hartford though, I tried to learn what a city school system is like. So let me list for you some of the things that I learned, and as I do I may make some comments which relate to what I think our topic is.

(Bair's keynote address continued)

By the way, let me give you a little statistic first. Hartford is a tiny community, a small city of about 162,000. Geographically, it's about eighteen square miles, three by six, so you see it's a very tiny city. But having talked with superintendents all over the country, I soon discovered that the problems that I face are a microcosm of the problems of any city.

The first thing I discovered was that 25 per cent of the residents had moved out of the city during the past six years. Who were these 25 per cent? Mostly people like you. You escaped from the city for several reasons. One of them was education. You didn't like the kind of education that you were getting. And I don't blame you a damn bit. I would have moved out too. The kind of education you're getting in the city today is pretty punk. So when you moved out, you did what good, white, middle-class parents or good black middle-class parents might do and are doing. They're moving out.

And when they move out, what have they done to the city? Well, they have taken out of the city those kind of people who know how to put pressures on, to get things done. When I was superintendent in Lexington, I would get a series of telephone calls--not the kind I got before I left from Hartford--but maybe there'd be a series of calls which basically said that the high schools were giving too much homework. And the calls would come from all over the city. The ladies at some tea party or bridge party decided in talking the situation over that this was true. By getting on the telephone and calling all of their friends, they got a barrage of calls coming in. Not only to me but to the board of education. Pretty soon there was a question at the board meeting, and we had a highly scientific study made and something was done about it. Or they decided we needed to offer Latin at the eighth grade level, or whatever they wanted. And they got it, because they knew how to put the pressures on.

Now I've lost all of these people in the city. The people that remain, and the people that have been moving in are poor and disadvantaged. In my case, most of the recent immigrants have been Negroes and Puerto Ricans. The blacks, generally, have come from the rural South. The Puerto Ricans have generally come from the rural, hill or mountain areas of Puerto Rico. Their competencies did not lie in the area of city jobs or city living. The educational level was low. What did they know about pressures? So one of the major responsibilities that I've had to take as a superintendent of schools in Hartford, is to begin to train these people to be pressure leaders. To find out how to put the pressure on the school board. To find out how to fire the superintendent. To find out how to go to the city council to get more money for whatever they thought was important.

And we have found it necessary to create a whole series of advisory committees around our schools. Not PTA's because PTA's basically, at least in the communities in which I've existed, are good middle-class groups

(Bair's keynote address continued)

who like to raise a little money to buy--what's the newest thing in projectors today? Well, anyway, that's the kind of thing they would like to buy. Or, when they wanted a speaker they wanted to bring in someone at a very high level, because they weren't particularly interested in the kinds of things that the city resident needs.

What happens at these advisory committees that we have in Hartford today? Well, they're the darndest things you ever saw. Let me describe one of them. Barnard Brown School happens to be a school that's quite close to my office, and because I get sick and tired of having so little to do with education I often try to escape. I go over to the Barnard Brown School and I sit down in one of the classrooms. Now, theoretically, I guess I'm supervising, but frankly, I'm not; I'm escaping my office. I get over there and I sit down, and I sometimes gossip with the kids if I get a chance. Sometimes I just sit and watch what goes on.

About the second day of school the first year I was in Hartford, I went into a first grade. Gee, a whole bunch of bright, intelligent, cheerful, smiling, good-looking kids were in the room. Twenty-five or thirty of them. Good looking young teacher in there, bright, smiling; you know, just the kind of teacher you want. And when there was a pause in whatever was going on in the classroom, I said, "You know, you've got a great opportunity in this classroom to succeed. Look at these bright kids; this is the age where you want to catch them." And the teacher replied, "Mr Bair, I'll probably be able to do that." But she said, "You know, I've got one problem. There are thirty first-graders in here, and twenty-nine of them can't speak a word of English." This is one of the kinds of problems that you face.

If I had gone up to the sixth grade in the Barnard Brown School and I had said to the teacher, "Now these kids have been here for some time. They can speak English. Let's not have any more excuses. Let's teach them to read." She would tell me, "Yes, Mr. Bair, but two out of three of these kids weren't in this school last year." They weren't here. Two out of three. And in the Barnard Brown School this is the mobility rate. The typical school in the Hartford area has a mobility rate of about 40 per cent; the typical suburban community has a rate which is about half that.

When I would go into a meeting of this advisory group, I would find that they might look at the problems a little differently than I did. So I would go in and sit down, and fifteen or so people would show up eventually. They never were on time. The people just don't operate on the kind of schedules you have here. But eventually they did get there. And as I was introduced to them I'd find that I couldn't speak to half of them because they were Spanish-speaking. And I'd whisper to my neighbor, who are these people? This is a nun from a church over here that's interested. These are two witch doctors, and, by the way, we did have two witch doctors on our advisory committee.

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This is a barber. Gee, I said, aren't there any parents here? Yeah, there are three. And when we got into our discussions we talked about everything except educational matters. Because what was important to them was not what was important to me.

As these advisory committees have learned to work together, they have begun to learn how to put pressures on, and one of the reasons for my phone calls, one of the reasons for the injunction or whatever it is they're serving on me, one of the reasons for the large groups that come to our PTA meetings is that we are gradually teaching these people to be pressure leaders. We may not like it, and I have a strong suspicion that the day I'm fired in Hartford, is the day that these people take over Hartford. In a community such as mine, where the white is the minority group, (we have something like 46 per cent black, 13 per cent Puerto Rican, and 41 per cent white), it's quite clear that I represent a minority group. I suspect the day that I'm fired by this group is the day that I'll know I've succeeded in the kind of job that we need.

Let me go on and tell you something else about these people and their schools. City schools have at least three distinct learning styles while most suburban schools have one. We have the learning style of the black, who came from the agricultural fields of Georgia; we have the learning style of the kids whose parents came from the rural hills of Puerto Rico, and then we have the traditional, typical learning style of the kids that you and I are accustomed to, the white and black middle class. And frankly, if I visit any school in the United States, I see the learning style that is necessary for the white or black middle class taken care of, whether it's your school or mine, but the other two learning styles are being disregarded.

Let's look at the economic conditions of the family in Hartford, and remember when I say Hartford, I could be talking about New York, or Cleveland, or Philadelphia, or any other city. There's no difference. They may have a few more problems or a few less, but they're all similar. I told you that we have about 28,000 children in school and of these 28,000, 12,000 of the school-age children are receiving ADC help, that is, state welfare funds. Their families and the families of 2,000 pre-schoolers are receiving city welfare help. Now, what is an ADS case? Aid to Dependent Children? Basically, it means families which have one parent. How do you succeed as one of five or six children in a family where you have one parent? Parenthetically, I remember one time trying to get acquainted with some of the women and they were sitting talking to me. One old gal had wrinkles coming down but was very apparently pregnant, and in my childlike ignorance, I said to her, "You know, you don't have to get pregnant anymore." She said, "Mr. Bair, this is my social security." How does a child in that family succeed?

Well, in your family and in my family the child succeeds by asking mother and dad questions, being given answers, being given books, being taken to the zoo, to the ballet, on trips to the beautiful lake country of ...

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right here. And how does a child in the black or the Puerto Rican family succeed? By keeping away from the parent, by not asking questions, by getting out of the way, by developing an independence from his family. This child is completely different from the child we in public education expect to be receiving. We expect children who are accustomed to asking questions, who are accustomed to being a little bit pushy, and what do we get? We get youngsters who have considerable security of a different nature. It isn't necessary for them to be asking these questions. As a matter of fact, they have, by the time they come into our schools, developed an attitude which, basically, comes from the experience of their brothers and sisters and their family--which says that public education is going to do damned little for them. Chances are, they're going to fail. This, by the way, is how you succeed as a child in a family of our black children and our Puerto Rican children in Hartford.

I could tell you something about the fact that we have a large staff of social workers in Hartford, and that we had, last year, over 6,500 serious cases--serious enough so that we call them part of a case load--not where the youngster has been talked to once or twice, or the parents once or twice, but where it's been carried on for a period of time. And they tell me that they had twice as many cases that they were not able to handle.

I could talk about drop-out rate, 8.3 per cent in our secondary schools, which, by the way, is reasonably low for cities. The black children in Hartford, I think, are beginning to succeed; the percentage of them going to college is much greater than ever before, not necessarily because of what we're doing in school, but because the colleges are beginning to take a different look at the minority children, and beginning to accept them on a different basis than they've been accepted in the past.

We have a local chamber of commerce, which professes to be generally supportive of education but has publicly come out in support of substantial cuts in the operating budget requested by the board of education. In addition, our board, as is true with most city boards of education, is fiscally dependent upon the city. That is, we do not set the tax rate, we do not determine our budget. We're given an allocation of funds based upon what we can succeed in selling, and generally roads and police and other things take up the lion's share of the funds. If I went into one of your suburban communities, I would find that the percentage of money spent on education in your suburb is perhaps 50, 60, or 70 per cent of your total budget. When I go into Hartford, I find that it's somewhere around 33 per cent. By the way, Hartford is high compared with most cities in the country.

These are some of the facts of what a city is like, and what I'm saying to you is, what can you do about it? Have you got anything, any capacities, have you got any commitments, have you got anything except words that you can use to work with these children? This is the problem which I see that you

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face. Now let me talk to you about some of the things that we in Hartford public education are trying to do.

We have some strengths in our city. One time I made an examination of the different kinds of practices that were going on in New York City, and I discovered that every good practice that existed anywhere in the United States was being carried on in the New York City Schools. Now think about that for a minute, every good practice that I could get described for me was actually being carried on in the New York City Schools. I suspect if I had gone the other way and asked about bad practices I could have found more of them, too. But the point I'm making is that it isn't because the cities are not making efforts. Basically it's because the job requires more resources--of people particularly, trained people, people capable of handling the problems of the city that we presently have.

We have old schools in Hartford; the median construction year for all our buildings is 1922. At the present time, we are planning a new high school for 2, 600 pupils. One high school has already been completed and I'm trying to get a third one built next fall. We have approved three middle schools for 1, 600 youngsters and we have two 1, 000-pupil elementary schools. When Chicago was attempting to get a $50 million bond issue through, Hartford, 160, 000 population, was getting through a bond issue of $46 million. This gives you some indication of the effort that the cities are trying to make.

But in the development of three high schools, and three middle schools, something else immediately came into mind, the possibility of setting up three semi-autonomous school districts. Now, what are three semi-autonomous school districts? Well, they're anything you want to make them. Our community people talk about community control. Community control means different things to people in different areas of the city. And I make no bones about the fact that if you're in certain areas of New York City, community control means more control than your present board of education has today. Well, anyway, we're proposing that we set up these three districts. And in setting up the districts we're going to give some reasonable autonomy to them.

And we're dreaming but not saying very much about the idea of maybe giving each parent a chit for each child they have. This chit permits them to send their child to school, any school. If you're the principal of one of these schools, and the parents are withdrawing their chits and going somewhere else to school, I think maybe this might have some effect on your developing an education that is somewhat more relevant. As a teacher in this school, if all of a sudden you saw your job disappear because you didn't have the children, maybe you would start to think a little bit about the possibility of making that education useful.

Now you say, that's a pretty strong move. That's right it is, but it's exactly what the white and black middle class are doing right now anyway.

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If they don't like education in Hartford, they pick up their kids and they move to the suburbs. And if they don't pick up their kids and move to the suburbs because they want to live in the city, they send them to a parochial school. Parochial schools in Hartford are the escape place for white children who can't go to school with the black children. Or if parents don't want to do that, they send their children to a private school. And basically the private schools today are making great efforts to help the black child; they pick all the bright black kids, they take them out into the suburbs, or into their schools, to prove that they really are concerned. And I'm not saying something to you folks that I haven't said to the private schools, because we have a very excellent relationship with the private schools in our area. And every once in a while they even hire a black counselor. Or a black teacher, and they do it by stealing the best one we have in our schools. They don't have the problem of developing good leadership among their counseling staff. They steal them from us because they only need one and so they can pay the counselor extra money and get who they want.

I proposed in Hartford something which Albert Shanker would approve of. Mr. Shanker is president of the teachers union or executive secretary or whatever it is in New York City. You remember the big issues last year, the fight on community control, and the transfer of teachers and all this kind of stuff. I don't know the truth and the falsities of all the statements, but basically, Shanker has said that we don't need to decentralize our schools. What we need to do is to make them bigger than they are now. We need to combine the city schools of New York with all the suburbs and maybe even Long Island or the section of Long Island that's close to New York City. And you know, I was ahead of him.

Three years ago I proposed three different possibilities; one, that they abolish the school district of Hartford, abolish my job--this is after I'd been on the job about six months--and join portions of our schools to the white collar suburban areas that surround us. I thought this was a hell of a good idea, because it would maintain community control, the suburbs would still control the situation, and the city school district itself would go out of business. In the second proposal, I suggested that we combine Hartford with the suburbs that immediately surround us to create a single district. In New England our communities are reasonably small, our geography is small. Finally I suggested that if the first or second proposals didn't work we could set up a state school system where the state will control the situation. Don't talk to me about local control. Education is a state function, and the states could set up the attendance areas much more economically. Instead of having all kinds of special education in each of the little communities, we could have one center where we can do an outstanding job. Anyway, I made these suggestions, and in line with most suggestions that are made by a superintendent of schools, they were completely ignored. The board of education was not interested;

they were interested enough to ask the state board of education to make a study of it, and the state board would probably tell you that they very quickly buried the thing so that it never came out in the light of day.

This way of solving your problems is not likely to occur in the Hartford area. Oh, I could go on quite at length about the kinds of things of that nature which are beginning to shape education, but I don't want to spend too much time on it. Let me go, more specifically, to the very topic that you have talked about. I think I've said enough, however, to indicate to you no matter where you come from in the country, nothing that I have said to you is new. If you've been reading the papers about St. Louis, or Cleveland, or Los Angeles--makes no difference where you come from--the story I've told you so far should be pretty clear. What can we do about it?

Well, the topic today is "Curricula-Media Dialogue for Better Community Schools." Curricula-Media Dialogue for Better Community Schools. When I first thought about the topic, it sounded like a Paris Peace Talk where you got people on either side of the table and you argued about the shape of the table, and so on. But that was a little harsh, because as I looked at Hartford, and I'm sure this is true of most cities, there are community development teams, and there are multi-media people, and basically most curriculum teams are media oriented, and most media teams are curriculum oriented, so that really, it wasn't quite as bad as I was suggesting. Now I know that there are differences of opinions, and each one wants the credit for things, but the curriculum and media people have learned to work together.

Our curriculum people are a little bit like their superintendent; they complain that media people are basically too concerned with technology, and gadgetry, gimmickry, and not enough with kids, not enough with software, not enough with people. And yet our media people have been most influential in the trends in Hartford towards greater individualization of instruction. I want to talk to you for a little while about how our "curriculum-media" people are working together and trying to move out of mass education toward the direction of individualizing instruction. And I too agree with the people that have talked to this conference in the last couple of years that we need a systems approach, and I'll talk to you a little bit about how we are trying to involve ourselves in the systems approach, but basically I want to talk, first about how these two groups have learned to work together. One on program, one on staff and one on facilities.

Let's take a very simple example. If you had came to Hartford, you'd have seen in the paper that for the first time in the history of Hartford, the superintendent of schools released data concerning our reading programs. I told the people of Hartford that our eighth grade kids were reading at least two years below level. And this shocked people, and most of them told me I should never have released the information because that would make people mad. And it did, but it didn't make them mad enough, because they haven't helped very much.

(Bair's keynote address continued)

Fortunately, two things happened. The first was Title I which you're familiar with. Secondly, we in Connecticut are fortunate because we have a Title I program of our own which is state funded. We call is SADAC, State Aid for Disadvantaged Children. And with these kinds of funds we developed an intensive reading instruction team. We developed this first to work with fourth, fifth, and sixth graders, around 470 youngsters, in eight target schools. Basically, we gave the youngsters about three hours of instruction in reading. We used all kinds of gadgetry and gimmickry--sound filmstrips and recorded stories, and 16mm films, and we used the Bell & Howell language master and I'm sure we used a lot of other kinds of things. Basically it was a program for each youngster.

There were three teachers that worked with each group of youngsters. One worked with the basic reading program stressing vocabulary, comprehensive development, and so on. Another worked with a phonics program, including instruction in word attack skills. The third teacher was devoted to individualized reading around libraries, and the enjoyment of literature, and so on. And following each morning of this kind of instruction, the children returned to the classroom.

Washington sent a team of people in and we hired a team of people, and they said this is a hell of a good program, it's working. They gave me all kinds of research and statistics, and they printed articles on it and they got out a booklet on it. But I can't get any money to extend this program beyond where it's at.

Now I propose to you folks that I do away with all the audiovisual aids and all the media people that I have on my staff and put my money into this kind of a reading program, because it's working. There's nothing that I know of which gives any evidence that the kinds of audiovisual education programs that are operating in Hartford are working. I've got to establish priorities. I've got to put the money where it will do the job. Maybe you folks have some better systems of operating.

I even have questions in my mind whether our current reading program is correct because I'm not so sure that reading is the most important way of teaching people to communicate. Your kids and my kids are constantly singing the kinds of songs that they hear on the cigarette advertisements or the beer advertisements. Commercials are much more successful at communicating, apparently, than we are in school. Maybe we've got to come to these kinds of techniques. Maybe we've got to get away from the stress on the kind of reading that I've been talking about. I think you folks are smarter in this area and might come up with some answers which I can't give you. But you might think about it. Certainly many of us don't learn by the same kind of approach.

(Bair's keynote address continued)

Another thing we've been playing around with is learning activity packs. In Hartford we call them HIP's. Every school system has to advertise its own stuff; you know, we all have to invent the wheel over again. In Hartford we invented the learning activity pack by calling it HIP. In Hartford it means Hartford Instructional Packets. I brought some with me and I'll leave them here if you want to look at them. They're a pretty good piece of gadgetry. Each one has about eight major points of emphasis.

In the packets we establish some behavioral goals that the kids themselves understand, and secondly we come up with some kind of a scheme where the kids can decide whether they already know it anyway. They don't go through what most of us did with spelling. Remember, we studied spelling words for a week; Monday we were given the words, and maybe we had a test that day; on Tuesday we wrote the words in sentences and on Wednesday we had another test, and on Thursday the teacher dictated some sentences with them and on Friday we took another test. We did all these activities whether we knew the words already or not. If Hartford youngsters can achieve these behavioral goals right at the beginning, they skip that HIP and go on to another. In other words, each HIP is an individualized learning packet.

The thing that I think is important, from your point of view, is that even we superintendents who are not experts in this area have discovered that kids learn in different kinds of ways. There are half a dozen different ways to achieve these behavioral goals. We've tried to establish a series of paths and in doing so, by the way, we have spent a great deal of money on films and filmstrips--things which kids could use on an individualized basis. And of course, there's no failure on this thing; the only difference is that you learn a little faster than I do. And you'll be on a different unit than I have, and in the course of six weeks, all of us are on different units so nobody really knows where they're at. We're all having some successes. It's a great system.

Maybe I ought to put you back to work on the development of hardware for me because the packets run anywhere from 10 to 25 pages. I have 28,000 students. All of them are taking on the average five or six different subject areas, and each youngster in the course of a year might study 20 packets in each of these areas. How many is that? It comes to a big number anyway. And if I have enough on hand so that each kid can keep advancing, I need a warehouse of space. Now, somehow you guys could come up with a scheme whereby I could put this on a microfiche and when a kid is ready to go on to Unit 3A we give him a little card which says 3A, and he sticks it in a machine and the machine prints the darn thing out. Then I wouldn't need a warehouse to have them ready. Furthermore, as we learn to revise the packets, and we find we have to revise them all the time, it can be done. Now don't tell me that revision can be done economically today.

(Bair's keynote address continued)

We have sent letters to every major hardware company in the country. The nearest answer to a solution is a United Airlines system for routing people. Don't ask me about it as I'm not an expert but this is the nearest to a scheme which is economical and possible to carry out.

But from the standpoint of children, the Hartford Instructional Packets gives each of them an opportunity to succeed; to succeed using learning strategies that they understand--to move ahead. We don't have to have any kind of track system, because it doesn't matter what level of youngsters are in a classroom. Each one is working on his own thing, and his own thing is something that he's interested in. We have abolished honor classes and classes for remediation and all that kind of stuff. We give teachers an opportunity to be teachers again. They're a little different kind of a teacher; they're more of a prescriber or a diagnoser, or whatever you want to call it. But they are working with children.

By the way, I got awfully angry this morning. All of you were introduced this morning and each of you told what you did. And you know not one of you did a damned thing with kids. That's the way you introduced yourself. Not one of you did anything with kids. Not even the provost. It wasn't till afterwards that I realized that I probably introduced myself the same way. But it's something to think about a little bit.

You know, I could be awful unkind when I'm talking about media people because I'm talking to media people. When I was talking to the professors at the University of Connecticut, I was unkind to them, and when I talk to my principals I'm unkind to them, and when I talk to myself I'm sort of unkind to me. Depends on your audience. Today I'm talking to you folks, so if I'm unkind, it's that kind of unkindness.

All of us have a great stake in the kind of problems that I've been talking about. You folks have come up with tremendous leadership in the area of developing educational TV, information retrieval systems of all kinds, computer system instruction, you know, the whole range of things. You've done a magnificent job. You've even got to the place where you've developed a little software to go along with it. But you know, you haven't developed any people who know how to use it. I'm not always sure that you guys know.

Ed Manson, who works for me, is one of the finest people I've ever met in this area. And every once in a while I ask him some question about how you help kids with technology and he gets a little lost. He does come back eventually and gives me some pretty intelligent answers. But we've gotten so involved with the gadgetry. Even the software is involved though and I have to compliment you because you are beginning to work in this area--you do recognize that you can't use the machinery without the stuff to go with it. But really, you haven't done the kind of job that needs to be done.

(Ba[illegible]ote address continued)

W[illegible] have you done with the teachers of teachers? If I go into a college or a university today I will wager that 20 percent of the courses are identical to those taught fifteen years ago. (I have made this bet and won it, by the way. Maybe I wouldn't win it everywhere but I'd win it in enough places so that even in Las Vegas I'll be ahead.) Twenty percent of those courses are exactly the same as they were fifteen years ago today. And not only that, but the senior professors who developed the courses are still teaching them the same way they did fifteen years ago. Same way I'm doing it right now, shooting off my mouth. I'm not giving any of you folks a chance to retort, you notice. No communication of that kind; you listen to me! And this is exactly what's going on in most of your universities.

I saw a course in Junior High School Education, and it was just unbelievable. The guy that wrote the book in Junior High School Education twenty years ago or whenever it was, is in this college and he's been there ever since, and he's teaching the course the same damned way he taught it before. And he's only saying one thing new. He's saying, "You know, the middle school that you folks are talking about is really what the junior high school is all about."

I learned a lesson from Dick Woodward, who is a media expert in Lexington, Massachusetts. When I went to Lexington, I wanted to succeed as all superintendents do, and I said to him, "You got any good techniques or tricks that I can use to impress people?" And he taught me to use that gadget (the overhead projector). It's the best gadget I ever ran into. It's a magnificent thing. Even if you use it just like that, without anything on it--just write on it--it's much better than a chalkboard because I can keep your attention on exactly what I want to keep your attention on. Then Dick showed me how to make the flat slides that I slap on, and eventually he taught me how to make the slides that moved, and we even got the Polaroid. I remember when I was talking about a bulging school building and I illustrated my point; you know how they do it! Well, have you taught the guy who teaches English Literature in your college or university how to use visuals? Or have you taught the guy who is involved in teaching quadratics or whatever they teach in mathematics. Have these people learned how to do it?

As I watch student teachers and even the beginning teachers coming from the colleges and universities, from the schools of education, into my schools, I find that they know nothing more about visual education than I do. Actually less, because I do know one thing; if I want to know something, I can go to one of you folks and you can tell me how to do it. But I don't think you're going to succeed until you teach the teachers of the teachers.

That's one of the things, by the way, that we're working with. We have a program in Hartford with a catchy title. Triple T, Training of Teachers of Teachers. It's a great program with three emphases in it, only three. The most important emphasis is the community; if you're going to educate anybody you'd better educate them in the community, using community people to do it. The second and third groups are what you might expect; school people, and college and university people. And how are you going to do it? You're going to bring these teachers of teachers out of the cow pastures and into the city. You're not going to teach them anything in the beautiful cornfields of Iowa, since I'm here, or the cow pastures of Connecticut. You're going to do your teaching in the cities.

Just imagine the effect it's going to have on student teachers, when the professor talks to them about something he actually saw in the city. I know I can't operate public education without colleges and universities; it's impossible to do the job. So for three years one of my major thrusts has been to get the colleges and universities to work in Hartford. And you know about three months ago I got a dean in our school, a dean from one of the leading colleges and universities in the East, and he visited the first city school he'd ever seen. He'd been by a city school one time, he told me, but he never went in it. How in Sam Hill can he help develop relevant curriculum for the students who are going to be teaching in our schools?

The dean learned a lot that day, and he made tremendous changes. The colleges and universities in our area are really beginning to find out that if you want to educate student teachers, you've got to educate them where they're going to be working. From the day these college students make a determination that they're going to be teachers, they're going to have to spend some time in the schools.

And when I say the schools, I use that word broadly. The first emphasis will be in the community, working with community people. Ultimately, by the prospective teachers' senior year, or their fifth year, there will be a full time internship program. Just think of the education they'll get from associating with the high school youngsters that are sitting in my office waiting for me to come back. They'll learn something about education.

One of the universities developed with us a program which we call High Cut and I brought a filmstrip with me and a record, whatever these circular discs are now called. It can tell you the story, but the important thing about it is that we've learned one great lesson in attempting to improve education in the city. If you're going to work in the city, with city children, with city teachers, with community leaders, you have a chance to succeed. But if you take your classes back into the college or the university--out of the atmosphere, where you can't smell the kids, touch the kids, feel the kids--you're licked. And High Cut is a program which gives college professors an opportunity to do this. It gives teachers a real chance to get acquainted with the kids; and all of a sudden they discover that these dumbbells can learn!

(Bair's keynote address continued)

This year, for example, we have some first graders in a ghetto school who are learning as well as if they were in West Hartford or Simsbury. And it's done primarily because these teachers for the first time are beginning to understand the motivation of these kids, the fact that you have to make these kids feel that they're important. You always knew it for yourself. We all know the Hawthorne effect, but we've never applied it to kids. It's beginning to work in the Barber School. And maybe the effect of having community people, teachers, university personnel, and your own staff working actually with kids in a community gives you a chance for some successes. I talked to you about the Triple T Center and I'm not going to spend a lot more time talking about it.

I want to talk to you about the thing which bothers me most in Hartford, and that is the business of establishing priorities. This is part of your systems approach. I hinted at it before when I said maybe I ought to do away with all our audiovisual people and intensify our reading program, because we were succeeding there and we had evidence to prove we were succeeding. One of my friends here teaches a course at Montclair in audiovisual education, and I'm sure that when his students leave his course every one of them can run all the different kinds of projectors and know the objectives and the procedures and the techniques, and so on; the only question is whether they'll be able to use them in the schools that they're going to, in the way that they should be used. It's a matter of priorities.

If you were on my staff, you might come into my office and say, "I've got a great idea. It's going to cost $50,000 and I think I know how to fund it. How about it?" And I'm sure I'd say go to it. And if it was a great idea and if you could fund it, you would go to it. But you know, maybe that's wrong. Colleges have always used this approach in their research. College administrators and funding agencies have permitted the college professors to decide what research made sense, because these professors were the experts. However, in public education, the problem is a little bit different. In public education you've got these kids for a certain length of time, your objective is different; and you've got to somehow make your approaches the approaches which permit you to choose the shortest and the quickest and the easiest way.

We have going an attempt--we call it Hartford '74--and again I brought some stuff on it. If you want to listen to it by yourself you can. I don't want to bore you any more than to say that we have set up a system in which we're trying to discover where we are now, where we'd like to be in 1974, and what is the best way of getting there? And then when you come in with that $50,000 idea that you can fund it, if it does not fit into this pattern, we say no. It might be a good idea. We know you can fund it. It'll improve your reputation. It'll improve the reputation of Hartford. But if it does not follow the path that we need to achieve our aims and objectives, your idea will be rejected. And this is hard. It wouldn't work in a college or university. But I think it can work in public education.

(Bair's keynote address continued)

If we don't establish priorities, we're in grave danger because people are our strongest resource. It's not the money, it's not the buildings, it's the people. If your people are doing something that's useful, but does not fit into your general series of objectives, they're out in left field. It's going to be tough to make those kinds of decisions, and they're the kinds of decisions that a superintendent has to make.

We found, for example, that we probably would be better off--and I can say this because the teacher union isn't around listening to me here, I'm far enough away from home that my friends won't repeat what I'm going to say--we would be better off with fewer teachers and more paraprofessionals or teacher aids or whatever you want to call them. We've had more successes with more adults in our classrooms, but not necessarily more teachers. And yet, I preach, and I'm sure you preach, that smaller classes are great; this is what we need. But this is not what we need. We need more adults with youngsters, not smaller classes. And the business of using community people as paraprofessionals is tremendous. I have 1600 teachers in Hartford, and I have 400 paraprofessionals. If I had to do away with 400 people I probably would have to do away with the 400 paraprofessionals because of my professionals. But I would not be doing what is best for Hartford in doing it. So what I'm trying to say is that the systems approach, which two or three of you folks have hinted at, may be an area where you can make a tremendous contribution in the school systems of the country.

You can help school people, boards of education, community leaders develop the kind of system which permits them to move ahead to achieve whatever behavioral goals, if you will, that you want to establish. And incidentally I'm not establishing my own behavioral goal. Mine was to get you mad, and I've been putting you to sleep. As I look around, I see you're kind of nodding politely. You're not getting mad enough, so that I really am not achieving the behavioral goal that I had established for myself.

I have to tell a story on myself in connection with this. As a superintendent, the group that I have neglected most has been principals. They can kill any program faster than anybody. You put your money with teachers, you put your money on audiovisual aids and so on, but unless you've got the principal with you, you're dead. I don't care how good you are, whatever program. So, Abe Fischler, who's a friend of mine, and a dean down at Nova University, was working for me for a summer and he said, "Let me run a workshop for principals. I'll shock them into doing something useful." I told him that was impossible, because you couldn't get them mad enough. And he said, "Well, let me try." So he established a program and without bothering you with a lot of details basically, the principals taught school during the summer. In the morning they taught kids and in the afternoon they analyzed what was going on; they viewed videotape lessons and had lectures and did team planning and so on.

(Bair's keynote address continued)

But Abe introduced during the course of the summer two new curriculum developments; one was in the area of language arts and Abe helped the principals with consultants, visual aids, books, pamphlets, everything under the sun. They couldn't fail. He gave them everything they needed. And they had great success. Abe is a scientist. He's a science educator. So Abe also fed them a new science curriculum and he didn't give them a damned thing with it. He just gave them the stuff and he said teach it. And it was a complete failure. When the summer was over, he suggested the principals evaluate what went on. And they evaluated, and said we were great in language arts, but that science stuff you gave us was lousy. Then he told them about the high cut program that we had in the other end of town where the teachers had used the science program, but there the administrators had fed them all the stuff and it'd been a great success. Furthermore, these teachers were going to come back to the principal's buildings with the science and insist that it be used. Boy, these principals were really mad. But they had learned a great lesson, and the lesson was that if you give the teachers the kind of things they need, they can succeed, because the teachers are much better than we credit them with being.

I've got to go on one more thing about this principals' workshop because I'm on it. We've got to do more with principals. Principals, like teachers, are much better than we give them credit for. These principals taught this program during the summer, and I'll give them two evaluations on it. First, at the beginning of the summer they had 250 children in the program. At the end of the summer they had 300. That's one evaluation. The youngsters dragged their brothers and sisters and friends into it. It had to be good. Second, on a hot summer day when the temperature was just impossible, they had a parents' night. In Hartford if you have a parents' night and get about three percent of the parents, you're highly successful. The principals had a pool; they all put 50¢ in the pot and each one guessed how many parents would be there. Let's say they had 300 kids, I don't remember, but let's say they had 300 kids. One of them guessed they might have 40 and another said 45, and another one 50. Each one was keeping the number down because he knew darn well there wouldn't be too many there. And Abe waited until they had all guessed whatever number, and then he guessed five more than the one who had guessed the highest number. Actually they had something like 79 percent of the parents represented at that thing. And why? The kids dragged them there because they were proud of the kinds of things that went on.

What I'm saying, again, is that if we can get to these kinds of people, we can succeed. And we got to these kind of people by involving the community, the kids and the teachers together. The teachers, in this case, were the principals.

Did I talk about videotape? All of you have played around with microteaching. And it's great, but you know I work with unions and one of the things that I've discovered about unions is that they think they're professionals.

(Bair's keynote address continued)

And basically I think they will be professionals after they've gone through a phase of unionism which they have to go through. And what do they preach? They preach we want more responsibility, we want more involvement, give us a chance to do our thing, let us do a little of this administrating, let us make some decisions, and so on. And they're right. There's no question that they're right about it. And one of the things that they hate is for you to come in and evaluate them. You know--you're doing this right, you're doing this wrong.

Well, a videotape is the best thing in the world, because over a period of time the teachers can videotape their own lessons and they even reach the place where they will call their friends in and they will say, if you want to see a stupid mistake I made I'll show it to you. Teachers are realists. Give them a sympathetic understanding, give them a way of determining what went on, ask them about their behavioral goals, get some decisions early from them and they'll do much better the job that you want. The videotape in my opinion is the best thing that was invented for helping teachers to help themselves. And when they get to the place where they can really evaluate themselves, where they'll call you in and say what do you think of this lesson, it makes a difference. And, by the way, you can go into any classroom in the world and I don't care what technique you use for judging what went on in that classroom, the teacher is going to disagree with you. But when the teacher sees it on a videotape, she begins to know that it's correct.

Abe Fischler taught a science lesson, did a magnificent job and he was patting himself on the shoulder. And he did a magnificent job. The kids were in a half circle and he was going around helping them. But while he was helping this kid over here, a camera focused on a kid over here and two or three of them were banging each other on the head. The camera picked Abe up, he didn't know about it. He told them what his behavioral goals were and said I'll show you how well I did, and when they came to that he was astonished. But the thing about it is the teacher sees what he sees and he feels what he feels. The videotape tells no lies, it just tells what it tells. And teachers can accept it. This is one area that I think you folks have done a great job in developing. Now you've got to train the people to use it, and only you folks can do it. I don't think the rest of us can do it.

I want to stop and talk not anymore; I'm getting hot and I talked longer than I should. I wanted to end up by telling a little bit about Hartford '74, but since I brought the slides along you can see them by yourself if you're interested. Hartford '74 is important to me because it brings together all the things that I've been trying to talk about as ways and means of helping a city school system move forward in a systems approach. There are six major elements involved: An instructional management component, a curriculum component, an informational component, an in-service education component,

(Bair's keynote address continued)

a facilities and resources component and an organizational structure component. We've got to raise about six million dollars in extra funds to operate this program in the next five years. And I think it will be reasonably easy to do so because Hartford '74 is a systematic way of looking at the total problems of a school system. Anyway, as you view it, I hope you'll direct your attention to the skills and competencies that you have and see whether any of these skills and competencies can be used in working in the cities.

And if I haven't insulted you enough, I'm going to try to do that in the question period that I know will follow. Maybe I can get you mad again. Thanks.

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SECOND GENERAL SESSION (continued)

III. A question and answer session involved the keynote speaker and all delegates.

IV. "Hartford '74," a sound-slide presentation which supplemented Medill Bair's keynote address, was viewed by the conferees.

V. A motion to publish the delegates' concerns as a portion of the summary report was approved.

VI. It was the concensus of the delegates that appreciation be expressed to Lee W. Cochran, Chairman of the Iowa Committee, for his attempts to contact and invite minority group representatives, notably blacks, as Okoboji delegates. Disappointment was expressed that so few minority group members had accepted the invitations extended.

VII. Discussion concerning the conference topic and its possible division into sub-topics was conducted. Harold Hill moved that the general topic "Curricula-Media Dialogue for Meeting Changing Community Needs" previously selected by the Planning Committee be retained. Motion seconded by Arthur Suchesk and approved by the delegates.

VIII. Charles Vento moved that a one-hour period during the evening session be reserved for the discussion of sub-topic selection. Motion approved.

IX. Conference co-chairman Gordon Tubbs asked all delegates to submit a brief written statement of their sub-topic interests. He appointed an ad-hoc committee chaired by David Teague to receive these statements and report its findings to the delegates. Other committee members included Peggy Sullivan, David Gifford, and Sidney Goldman.

X. Adjournment at 4:50 p. m.

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THIRD GENERAL SESSION

Monday, August 18, 1969
7:30 p.m.
Presiding: Richard Pfund

I. Co-chairman Richard Pfund introduced Lida Cochran who described the reference library which had been assembled by the Iowa Committee for use during the conference. Delegates were invited to utilize any of the books, periodicals, and reprints which might benefit them during their deliberations.

II. The ad-hoc committee appointed during the previous session presented twelve topics to the delegates for further consideration. These twelve included:

A. Rural Education/Education of Migratory Children
B. New Curricula Content
C. Suburban Responsibility for Urban Problems
D. Organization and Decision-Making
E. Meeting the Dropout Problem
F. Higher Education and Its Responsibilities for Training Urban Teachers
G. In-Service Training of Teachers
H. Curricular Development
I. Community Relations
J. Exemplary Programs
K. Systems
L. Role of Education in the Communities of Today and Tomorrow

III. Discussion followed this listing of possible topics. A number of delegates favored the combining of topics with common themes to reduce the number of topics. Other delegates noted that many of the twelve topics were intermixed with the political and economic characteristics of the communities in which the problems existed.

IV. Edward Dawson moved that four interest groups be formed to study Curricula-Media Dialogue within the four localities that this dialogue should occur. These interest groups would become study committees to explore the topic and write reports for inclusion in this Summary Report of the Okoboji Conference. The four study committees would include:

A. The Urban Communities
B. The Suburban Communities
C. The Rural Communities
D. The College/University Communities

The motion was seconded by Harold Hill and approved by the conferees.

(Third General Session continued)

V. Lee Cochran proposed that the word "dialogue" be deleted from the conference topic as ambiguous and that an alternate word be selected later in the conference. Seconded and approved.

VI. Richard Pfund asked four of the delegates to act as temporary chairman of the four study committees. These four included Eugene White, Urban; Charlie Roberts, Suburban; Edward Dawson, Rural; and Howard Hitchens, College/University.

VII. Adjournment at 9:00 p. m.

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FOURTH GENERAL SESSION

Tuesday, August 19, 1969
8:00 a. m.
Presiding: Gordon Tubbs

I. General announcements were made by the co-chairman. Delegates were asked to choose that study committee in which they had the greatest interest and to meet with the temporary chairman of the committee upon adjournment. Locations of the committee meetings were announced.

II. The co-chairmen requested that each committee elect a permanent chairman and present a brief oral report of the committee's initial deliberations at a general session that evening. Committees were also urged to have an initial written draft of their thoughts ready for 1:00 p. m. general session on Wednesday.

III. Story by Harold Hill.

IV. Adjournment at 8:17 a. m.

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FIFTH GENERAL SESSION

Tuesday, August 19, 1969
8:05 p. m.
Presiding: Richard Pfund

I. Peggy Sullivan announced that press releases had been prepared and would be mailed to newspapers of the delegates' choice. All delegates who wished to have these releases mailed were requested to obtain a form which would implement distribution.

II. Co-chairmen Gordon Tubbs and Richard Pfund presented a whistle to Sister Sigrid Hutcheson to symbolize her appointment as coach of the volleyball team.

III. The conferees expressed with applause their gratitude to Medill Bair for his participation as keynote speaker. The Hartford superintendent had to leave Okoboji early the next day.

IV. Acting as Chairman of Rest, Charlie Roberts asked Eugene White to lead the delegates in the singing of "I've Been Working on the Railroad."

V. Ground rules for initial study committee reports were announced by Richard Pfund. Each committee will be limited to fifteen minutes and questions will be answered at the conclusion of each report. Clarification as to the format of initial written reports was also given. Committees were told to have a written (but not a dittoed-for distribution) copy of the first draft ready for the Wednesday afternoon general session.

VI. Lewis Saks, chairman of the urban study committee, reported his group's deliberations. Other reports were given by Joseph Giorgio, suburban; Robert Diamond, college; and James Davis, rural.

VII. Rest at 9:25 p. m. after stories by "Ab" Moore and Joseph Giorgio.

VIII. Reconvene at 9:40 p. m.

IX. David Gifford introduced William Wilson, a student in urban affairs at the University of Minnesota, who was available as a resource person to all committees through the remainder of the conference.

X. Richard Pfund opened the session for questions from the delegates.

XI. Adjournment at 10:05 p. m.

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SIXTH GENERAL SESSION

Wednesday, August 20, 1969
1:05 p.m.
Presiding: Gordon Tubbs

I. Study committee reports were given by the four committee chairmen.

II. William Wilson presented an overview of his observations regarding the workings of the committees thus far. He expressed what he felt was an over-concern for administrative and managerial problems.

III. Adjournment from general session at 3:40 p.m. in order to reconvene as study committees.

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SEVENTH GENERAL SESSION

Thursday, August 21, 1969
8:10 a.m.
Presiding: Richard Pfund

I. Co-chairman Richard Pfund reminded the delegates that the Resolutions Committee was formulating a slate of resolutions. Conferees were invited to submit proposals to Lewis Saks, committee chairman.

II. Lee Campion and Howard Hitchens reported on activities within the national office of DAVI. Howard Hitchens delineated the responsibilities of the Washington office including:

   A. Membership and Affiliate Relations
   B. Education and Training (including the annual convention)
   C. Publications
   D. Federal Relations
   E. Association Relations
   F. Administration (including contracts, personnel, and office management)

   Lee Campion discussed the current characteristics of DAVI, prefacing his remarks with the comment that the current period is one of transition and change. Some of the questions under study include:

   A. How many members can DAVI serve well and who should these members be?

(Seventh General Session continued)

B. What special problems will evolve as DAVI makes the transition from that of a NEA department to an independent organization?

C. What fiscal and management changes will the organization wish to make (after considering the Ross Report now under preparation)?

III. Richard Pfund reminded the delegates to assemble for a group picture at 1:00 p.m. He then adjourned the session.

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EIGHTH GENERAL SESSION

Thursday, August 21, 1969
1:25 p.m.
Presiding: Gordon Tubbs

I. William Oglesby distributed a questionnaire concerning the organization and structure of the current conference to all delegates. He urged them to be open in their replies since information from this questionnaire would be used in the planning of future Okoboji Conferences.

II. The written report of Study Committee A, Curricula-Media Dialogue in the Urban Community, was distributed to the delegates. Ten minutes was allotted for reading the report. Questions and discussion concerning the report began at 1:50 and terminated at 2:30.

Written reports for Group B, The Suburban Community; Group C, The Rural Community; and Group D, The University Community, were distributed, read, and discussed in a similar manner.

III. James Waldron moved that the term "media professional" be utilized in all reports (replacing a variety of similar terms) to give consistency to the Summary Report. Seconded and approved by the delegates.

IV. Conferees were adjourned from general session for the purpose of meeting in study committees.

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NINTH GENERAL SESSION

Thursday, August 21, 1969
8:15 p. m.
Presiding: Richard Pfund

I. Gordon Tubbs presented two paragraphs which he thought might give added meaning to the Study Committee Reports as published in this Summary Report. Joseph Giorgio moved that the paragraphs under discussion be adopted as introductory paragraphs to precede the committee reports. Seconded and approved.

II. Considerable discussion was devoted to the wording of the topic which would best convey the ideas discussed at this conference. Thirteen different titles were proposed and considered. The delegates selected as the official topic for the current conference and for this report: "Curricula-Media Dialogue for Meeting Changing Community Needs."

III. The following four final committee reports were studied in detail by the delegates and accepted, after revisions, in the order presented.

FINAL COMMITTEE REPORTS AS REVISED:

INTRODUCTION: We are living and teaching in a period of fantastic change and trauma--forcefully brought to our attention by daily unrest and violence in all of our communities from frustrating inner-cities to desolate rural areas. Traditional approaches of spooning out information to our young--as we think they are ready--are no longer workable or valid.

The social situation demands urgent action from all segments of society--especially education. The four reports that follow emphasize and illustrate how the media professional can be a powerful and effective agent for change by using a systematic and analytical approach as he marshalls his tools. All of education can benefit by serious consideration and adoption of the following ideas for making what we teach our young come to life and be relevant and realistic in today's world.

(See next page for start of final committee reports)

REPORT OF STUDY COMMITTEE A:

THE CRY OF THE CITY

The Role of Media to Help Solve Urban Educational Problems

Lewis Saks

I. INTRODUCTION

A. The Problem

America's urban centers are in a state of siege. Its people are laying waste to a land that is decreasing in its ability to nurture them. Communities are burned. Law and order is defied. Tradition is desecrated. The OLD crumbles even before there is a NEW to take its place. Time has run out for traditionally paced transition. THE CRY OF URBAN AMERICA IS FOR ACTION NOW. Blacks need attention; whites need attention; all the other ethnic identities need attention.

Education in America's urban centers is in a state of siege, too. Curricula are refuted as irrelevant. Educational materials are characterized as establishment-oriented with far too little regard for the inner-city facts of life. Young people are pushed out of schools because they don't respond to a predesigned middle class educational environment. Teachers stay with their jobs in the inner-city reluctantly or escape at the first opportunity. Too many youngsters are frustrated, bored, humiliated, ignored, and turned off by the self-determined school authority figure who considers himself a resource person assigned on a "take-it-or-leave-it" basis.

As observed by Elizabeth M. Eddy, Project Director of Research for Project TRUE (Teacher Resources for Urban Education):[1]

> "For the past decade, professional educators and public schools have been intensively scrutinized and criticized for their failure to provide an adequate public education for the majority of urban children and youth who live amid conditions of poverty in our cities. At present in our large cities, professional educators and civil rights leaders are engaged in controversies over education among the urban poor, which are joined by the parents of children in urban schools, the children themselves, civic and governmental leaders, and the ordinary citizen."

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[1] Elizabeth Eddy, Walk the White Line, A Profile of Urban Education (New York: Doubleday and Co., 1967), p. 1.

(Report of Study Committee A continued)

The urban interest group of the Fifteenth Annual Lake Okoboji Educational Media Leadership Conference accepted the urgency of immediate need for the improved and extended applications of media and instructional technology as a cooperative measure with other areas of the educative processes to effect reasonable solutions to the educational problems of the inner-city. The unique communicative properties of the various instructional media are stressed as particularly suited to instant, or nearly instant, response to priority needs.

Members of the group responsible for the development of this dialogue had neither the advantage of being a part of a black or brown minority nor an inner-city resident. Each, however, was in some way personally experienced with the judgments, pleas, and demands emerging from a variety of inner-city communities from coast to coast. No simulation was attempted to "think black" or to prescribe for ailments which members admittedly, had not experienced. Instead, an attempt was made to synthesize the experience of those in media and suggest a process for attacking urban educational problems--a process which will be academically acceptable and of practical value. Section II will analyze the need for the process. Section III will record the results of the committee's discussion in applying the process to one instructional situation--early childhood education. Section IV focuses attention on the details of one problem area--self-image--within early childhood education. Section V relates media to the problem area. Section VI is a summary.

B. Assumptions

As a point of departure, the group evolved six basic assumptions upon which to base further discussion:

1. Unless positive and creative action is taken by those in the educational complex, educational decisions are going to be made by OTHERS than those in education.
2. The minority communities appear to be caught in the process of being manipulated by activists in an attempt to accelerate change.
3. The minorities in the communities don't want unilateral offerings from the white establishment.
4. The establishment has failed minorities by attempting to impose middle class economic and social mores.
5. The mass media are exploiting the negative aspects of unrest, tension, and violence.

(Report of Study Committee A continued)

6. The present repertoire of instructional materials has failed to meet the needs of cultural minorities.

C. Supportive Comments

In further preparation, the committee studied a ghetto-inspired inner-city prepared report created for the Central Harlem-East Harlem Model Cities Area.[2] Certain elements of this report were abstracted to form a meaningful substructure for this dialogue. Certain of these abstracts follow:

> "Just as the residents of the ghetto feel alienated from the larger society, so do students in ghetto schools feel alienated from the school, and the seemingly remote forces which run it. Just as the mature ghetto resident is afflicted with a sense of powerlessness in the face of a powerful and indifferent white world, so too, the young student in the ghetto is afflicted with a sense of powerlessness in his confrontation with the school."
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> "Students feel remote from their school, alien to the culture it represents. A visible example of this cultural alienation is the non-English speaking student who, if he is lucky, receives instruction in Spanish for one period a day--and sits mute and uncomprehending for the rest of the day."
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> "Black students, especially those who have only recently arrived in the city, suffer from this cultural alienation in more subtle and perhaps more damaging ways. These students speak a different language from the language used by their teachers, but while a teacher will at least recognize the language and culture of a Spanish-speaking student, most teachers in our schools have not learned to respect the culture of their Black students."
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> "Teachers have not learned to interpret the behavior of their students in terms of the life circumstances of this community, and are unable to relate to them, as they do not understand the prevailing values. Teachers who would welcome exhuberance and spontaneous behavior in white middle-class students, with whom they are at ease and whose background they often share, feel uneasy, even fearful, when confronted with exhuberance and spontaneity in the students in the ghetto. In this situation, the control of students rather than their education becomes the teacher's first priority. In the process of establishing control, the teacher sets himself farther and farther apart from the student, and the student begins to perceive the school as a hostile place interested not in his success but in his intimidation."
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> "Teachers training patterns have developed styles of teacher behaviors and methods which appear irrelevant to the needs of ghetto students. Curriculum and the curriculum structure of our schools are also inappropriate. Little of what the ghetto student is 'taught' can be immediately related to the student's environment."
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> "Education is a cumulative process. In our community it is the student's sense of failure, of personal worthlessness, of alienation from the school which increases year by year, and not his knowledge."
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> "Each year the existing system reinforces the problems faced by our children and increases their frustration. Each year, as the achievement gap between the ghetto student and the non-ghetto student widens, the ghetto student feels more and more that there is nowhere for him to go in the system--that it has not, in fact, been made for him or to serve his needs. He is faced with the alternative of becoming that 'someone else' by submitting to the controls of the system or of dropping out."
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> "The problems of the ghetto may begin before he ever reaches school. His family may be in trouble (with untreated health problems, unmet physical needs, complex unidentified psychological problems, severe financial problems, etc.) and the problems of mere survival may so consume the energies

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[2] Education Committee Report, "Model Cities Place for Harlem-East Harlem, New York City, 1969." (Unpublished.)

> of his parents or parent that no attempt is made to adequately prepare the child for school. In any case the resources (books and other educational materials) may not be present or the need for them recognized, so that the ghetto child first going to school does not have the easy familiarity with these basic tools that the middle-class child has by right of his parents' resources and interest. So far, early childhood programs of the pre-schooler in the Model Cities area have reached only a small percentage of the pre-school population."

II. ANALYSIS OF THE NEED FOR THE PROCESS

The analysis of the need for the process commenced with an examination of the factors contributing to the total life system that enmeshes the disadvantaged population.

The vital need to escape from this life system is described in a narration of a twenty-one year old Harlem youth, documented in the Youth in the Ghetto report:[3]

> "In Harlem, the youths don't have anything, the older folks don't show them anything. So the only way he can get ahead financially is by selling dope, running numbers, and other illegitimate things which really don't advance him further in life. If he stays in the rackets, he sooner or later will have to get caught, and then he goes to jail. That kills the job opportunity right there. The only thing he can do, say he is seventeen, is more or less hustling. He goes to the age of nineteen, he gets caught, he gets a record, he goes to jail. He comes out, what the heck, he says he did a year and a day in jail. He's twenty years old. He can't vote, and his job opportunities are dead. He's got nothing. So what does he have to do, hustle the remainder of his life? If he gets a job, he won't be more than a flunky. Nothing greater, nothing that will benefit him or further his standards in life. It is one hell of a thing..."

In establishing a RATIONALE for the process, the committee agreed on the assumption that the normal advantaged five-year-old preschooler, entering into the traditional system of education, is equipped with a certain level of inventory skills. These skills tend to provide him with a readiness for the traditional educational system leading to opportunities to progress through the curriculum paths of the elementary and high school programs. The paths terminate when the student has mastered the terminal performance objectives (TPO) that equip him to take his place in the community, enter the work force, or progress into higher education. (See Figure 1)

Evidence indicates that the normal disadvantaged five-year-old preschooler, entering into the same educational process, has specific disadvantages in his inventory of skills. (See Figure 1)

In order to design realistic meaningful media programs that will remedy the situation, we must define the variances between the inventory of skills of the advantaged and disadvantaged preschooler. The findings would provide the parameters for the ultimate design of instructional materials geared to the needs, interests, and abilities of disadvantaged preschoolers.

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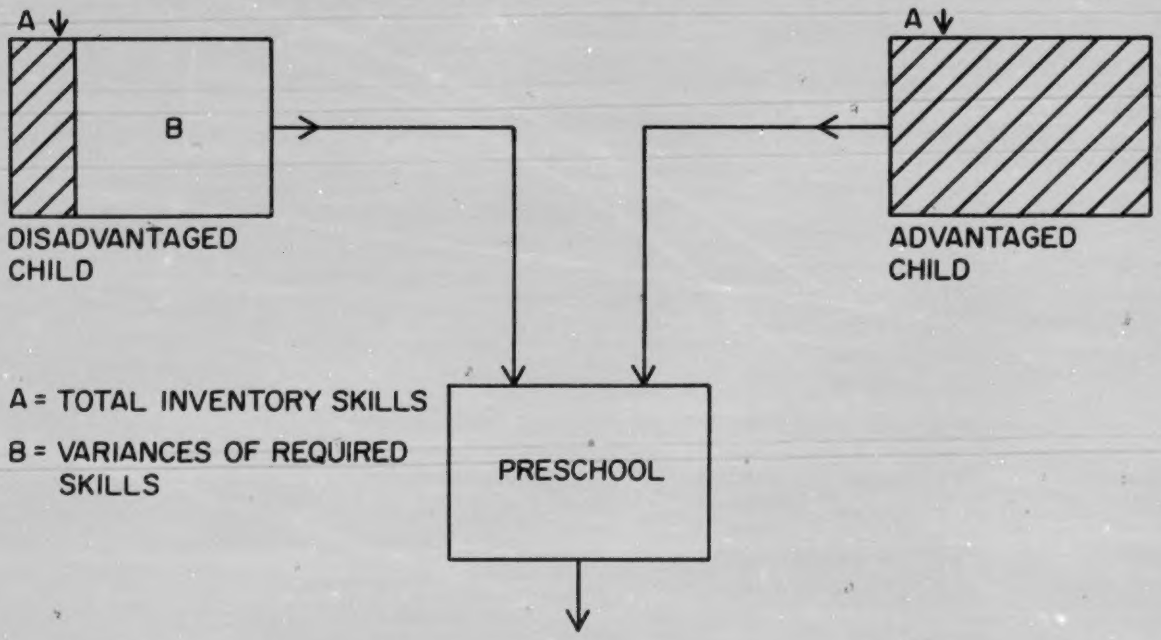
[3] Harlem Youth Opportunities Unlimited, Inc. Youth in the Ghetto (New York: Orans Press, Inc.) p. 327.

Figure I

COMPARISON OF INVENTORIES OF SKILLS POSSESSED BY ADVANTAGED AND DISADVANTAGED CHILDREN ENTERING PRESCHOOL



For this exercise, it was necessary to accept the traditional elementary and high school curriculum paths as functional. However, we concurred in a recommendation that both curriculum paths require the immediate application of the precision tools of systems analysis. Our ultimate concern was directed at the lack of terminal performance objectives, evaluation, feedback, and an accountability system.

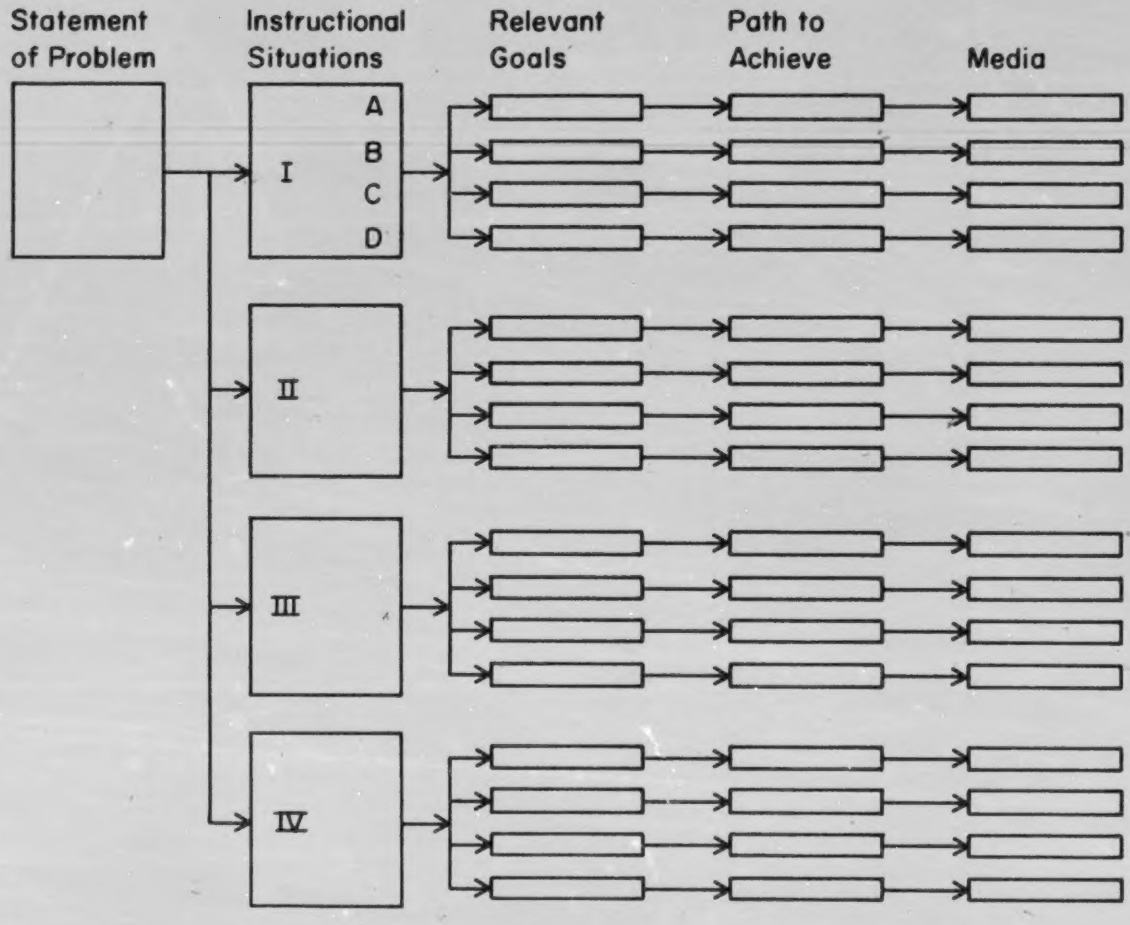
The committee recommends that a realistic occupational program be interwoven into the standard educational system. This added program would result in advantaged and disadvantaged students terminating a high school program as an academic graduate with a marketable or saleable skill.

III. APPLICATION OF THE PROCESS

A. Preparing a list of instructional situations.

Our subsequent findings led us to the preparation of a list of the major instructional situations that are contributing to the causes of the disadvantaged preschoolers' low level skills inventory. (See Figures 2 and 3) From this listing, one area, (I) early childhood education, was selected to refine the process. [Other areas considered were (II) community involvement; (III) multi-ethnic studies; (IV) guidance; (V) teacher education; and (VI) curriculum development.]

Figure 2
PROCESS APPLICATION MODEL


Statement of Problem
Instructional Situations
Relevant Goals
Path to Achieve
Media
I
A
B
C
D
II
III
IV

(Report of Study Committee A continued)

B. Stating relevant goals

Our next sequential step produced statements of relevant goals for early childhood education. (See Figures 2 and 3)

C. Stating paths to achievement

Next, realistic paths to achievement that could be implemented to remedy the problem situations were stated. (See Figures 2 and 3)

D. Relating media to problem areas

The final step in the process directed us to apply the question: "What are the problem areas that media will have to address in order to make a realistic and immediate contribution, and what types of media-prescribed programs could be directed to each of the indicated areas.

A detailed narrative description complementing the headings of Figure 2 are contained in the following:

Figure 3

DETAILS FOR INSTRUCTIONAL SITUATION I OF FIGURE I

INSTRUCTIONAL SITUATIONS	RELEVANT GOALS	PATH TO ACHIEVEMENT
I. Early childhood education		
A. Parent/home impact	1) Parent image development 2) Home values 3) Family health care 4) Parent/school rapport	1) Parent recruitment/ involvement 2) Parent self-involvement 3) Parent care 4) School information
B. Experience (environment)	1) Social experience 2) Physical environment 3) Mobility experience 4) Value system	1) Schools, camps, and centers 2) Neighborhood services 3) Travel, field trips 4) Home enrichment
C. Communication skills	1) Verbal communication 2) Non-verbal communication 3) Perceptual development 4) Skills achievement	a) Parental involvement b) Social agency c) Mass communication d) Individual communication
D. Self-image	1) Healthy growth 2) Personal worth 3) Ego fulfillment 4) Social acceptance 5) Emotional maturity	a) Parental care and concern b) Structured programs c) Success experience d) Peer group interaction

IV. SELECTED PROBLEM AREA: SELF-IMAGE

A. Need for change

The following points were selected from Teaching Disadvantaged Children in Preschool[4] to indicate that radical departures from established practices of early childhood are needed:

1. By the age of three or four, disadvantaged children are already seriously behind other children in the development of attitudes necessary for success in school.
2. Disadvantaged children must somehow "catch up" in the development of these abilities, or they will enter elementary school with handicaps that will spell failure for a large percentage of them and a limited future for all of them.
3. If they are to catch up, they must progress at a faster than normal rate.
4. A preschool program that provides the usual opportunities for learning cannot be expected to produce learning at above normal rates.
5. A short-term preschool program cannot be expected to produce above normal gains in all areas of development at once; a "well-rounded" program is therefore incompatible with the goal of catching up. . . selectivity is necessary.

The single central fact about childhood early education in the urban population is the preschool learner's self-image. Principal concern is directed toward the child from age three to five. It is no longer possible to charge the public school with this total responsibility of meeting negative self-image.

Forming a picture of this child we conclude that too often early preschool experiences are piteously limited and his self-image is almost nil.

B. Positive experiences needed in five areas

Five areas to generate positive experiences for the preschool child are listed from our investigation: (1) healthy growth; (2) personal worth; (3) ego fulfillment; (4) social acceptance; and (5) emotional maturity.

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[4] Carl Bereiter and Siegfried Engelmann, Teaching Disadvantaged Children in Preschool (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 27.

1. HEALTHY GROWTH, mental and physical, of the disadvantaged child in the urban community is in a form of decay rather than development. The more important is the mental starvation for love, concern, feeling, etc., from parental neglect. Absence of parental concern and opportunity for individual mental growth and "felt needs" is acute.

2. PERSONAL WORTH in a realistic situation is essential for adequate preschool development. Where the love emotion is interpreted as excessive authority control, the child cannot relate to himself as a loved, worthy, or wanted being. This negative value, often due to parental neglect, is hardly a tolerable existence and inbreeds negative values.

3. EGO FULFILLMENT and success experiences are essential for preschool children to acquire self-discipline and self-respect. The child who meets constant frustration and defeat becomes devoid of a sense of self-realization.

4. SOCIAL ACCEPTANCE develops naturally for the middle class child who spends most of his time at home with adults. Constantly recognized as an individual, he feels comfortable within a social grouping. However, the situation for the disadvantaged child is frequently just the opposite. Rejection is a matter of life.

5. The lack of EMOTIONAL MATURITY of the disadvantaged child who lives in a situation of chronic economic insecurity is bound to limit competence. This absence of security constantly voiced by adults has influenced his emotional well-being and leads to immature responses.

The most widely endorsed strategy for helping the disadvantaged child is to overcome learning deficiencies by "enrichment of self."

V. IMPLEMENTATION OF THE PROCESS

The final step in the application of the process asked the question, "What are the problem areas that media will be required to approach in order to make an immediate and realistic contribution?"

A. Problems

The analysis process resulted in a series of identification problem statements:

1. INVOLVEMENT OF MEDIA PROFESSIONALS AND STAFF. Media personnel are not directly involved with management in the original planning and design phases of projects.

2. FUNDING CONSIDERATIONS. Conceptual design for media programs of early childhood education projects are not providing the full visibility of project cost for staff, facilities, and supportive elements.

3. LACK OF RELEVANT MATERIALS. There is a lack of sufficient materials directly related to the target population needs.

4. ACCOUNTABILITY SYSTEM. Program control and visibility must be introduced in order to assure effective management and desirable terminal results.

5. AVAILABILITY OF PROFESSIONAL ASSISTANCE. Personnel involved in early childhood education programs are not aware of, or are not requesting direct assistance for, qualified media professionals.

B. Approaches

A synthesis of the problem areas resulted in a series of recommended approaches for consideration:

1. INVOLVEMENT OF MEDIA PROFESSIONALS AND STAFF. Media personnel must energetically assume positions of leadership in concert with program directors and planners at the national, state, and local levels as well as with organizations involved in media and urban education. This interaction will influence the development of meaningful program guidelines.

2. FUNDING CONSIDERATIONS. Planners and designers of programs must introduce the application of systems program analysis, funding source visibility, and program output products as related to costs.

3. LACK OF RELEVANT MATERIALS. An immediate dialogue among industry, program planners, and media personnel must be activated to establish adequate standards for the guidance of commercial producers. At the local production level, media professionals must be directly involved in the design, fabrication, evaluation, and implementation of media products.

4. ACCOUNTABILITY SYSTEM. The new management accountability system of total program control and visibility as

applied to each phase of the program will result in program outputs that are measurable, cost accounted, and directly related to preset terminal objectives, goals, and results.

5. AVAILABILITY OF PROFESSIONAL ASSISTANCE. The media profession must insure an adequate inventory of competent media generalists, specialists, and technicians who can be called upon to support developing programs. Media personnel must explore all avenues of mass media in order to provide channels for effective dissemination of program information to local communities. They should be engaged in developing and directing training programs for staff and parents who will be involved in implementing the early childhood education programs.

VI. SUMMARY AND ASSESSMENT

This report tackles a major social crisis, urban education, and suggests some ways that educational media can serve a major role. We have defined the crisis as it exists in early childhood education. To this area we have brought the discipline of systems analysis and then have introduced the communication media as helping agents in appropriate areas of need.

The charts suggest specific educational problem areas in early childhood programs and then match up the materials and methods of instructional technology that should be developed and employed.

The "Cry of the City" spells itself out in millions of youngsters and their families who need all kinds of help which media can generate on their behalf. From sterilizing milk bottles to nursing babies carefully, to sewing clothes, the city parent has to learn about many responsibilities to himself and his child and then learn ways to carry out these responsibilities.

This example of the early childhood area serves as a model for ways of proceeding in all aspects of urban education wherever media may be useful. Accordingly, the role of media to help solve urban education problems is the main purpose of this report. Urban program developers and leaders of reform movements are unaware of media and its application to current problems. As a result, media have not been considered in the planning, development, and implementation stages of most programs. Most media specialists in education have been ineffective in the past, due to lack of know-how, lack of funds and staff, and the lack of awareness that urban education is their problem too.

(Report of Study Committee A continued)

When the decision is made by the media field that urban education is their concern, then the problems of utilizing media must be faced. In spite of all these problems, many approaches can be taken to begin and to continue on this most important of endeavors. The media professional as an individual is helpless, but joint efforts of the total media profession can make a major thrust on the national, state, regional, and local levels. This report will be measured by its ability to help get a major movement in motion. National units such as DAVI, NAEB, and the Urban Educational Media Council should consider this document as a guide for a plan of action as the "Cry of the City" screams "Get With It Baby."

* * * * * *

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(Report of Study Committee A continued)

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* * * * * *

REPORT OF STUDY COMMITTEE B:

PRESCRIBING MEDIA'S ROLE IN MAKING SUBURBAN EDUCATION RELEVANT TO THE TOTAL HUMAN CONDITION

EDUCATIO
AWARENESS

Joseph Giorgio

I. INTRODUCTION

A. Rationale

That segment of our society which we call suburbia cannot survive in isolation from the larger society. Thus the concerns, needs, and characteristics of life in urban America affect in a very real way the life in suburbia. At the same time, suburbia affects in a very real way the life in the urban community.

Also, many of the problems of the urban areas are direct or indirect results of the exodus of middle and upper income people from the city to relocate in the suburbs. Thus suburbanites must accept a moral responsibility to assist in solving the problems of the city. In addition, many suburban inhabitants also have an economic responsibility since they derive their livelihood from businesses in the central city.

B. Suburbia Delineated

Before we can meaningfully discuss suburbia, U. S. A., we must consider the types of suburban areas that have evolved through the socio-economic development of our society and offer the following categories:

The Urban Extension
Established Suburbia
New Suburbia
Rural Suburbia

All serve as a "buffer zone" between the urban and rural areas. Inasmuch as we realize that suburbia, U. S. A. acts as this buffer zone, we have to consider the varied and dynamic characteristics of suburbia and its population in order for us to effectively create change in the educational framework of these areas.

(Report of Study Committee B continued)

The people living in suburbia are, for the most part, upward mobile, "newly-arrived," middle and upper middle of the socio-economic segment of our population. The adult population generally ranges in age from thirty to forty-five. Their education level is relatively high, and consequently, they are white collar business men or professional people. In some cases, the highly skilled technical workers from industry are included in this segment. Because of the range in age of the adult population, there are many children of school age.

Politically and socially, suburbia is predominately conservative (although many of those who are now conservative were formerly liberal when they lived in former less affluent surroundings.)

Psychologically, this group feels somewhat insecure. They are highly protective of their situation and work diligently to keep others out. Having escaped from the less desirable urban surroundings, they build numerous barriers, both psychological and real, to separate themselves from the people, the problems, and the physical immediacy of the cities. As a result, few members of the suburban community are reality oriented. Group pressures are strong and generally heeded. Conformity is very evident, and motives are highly materialistic.

II. GLOSSARY OF TERMS (See Figure 1)

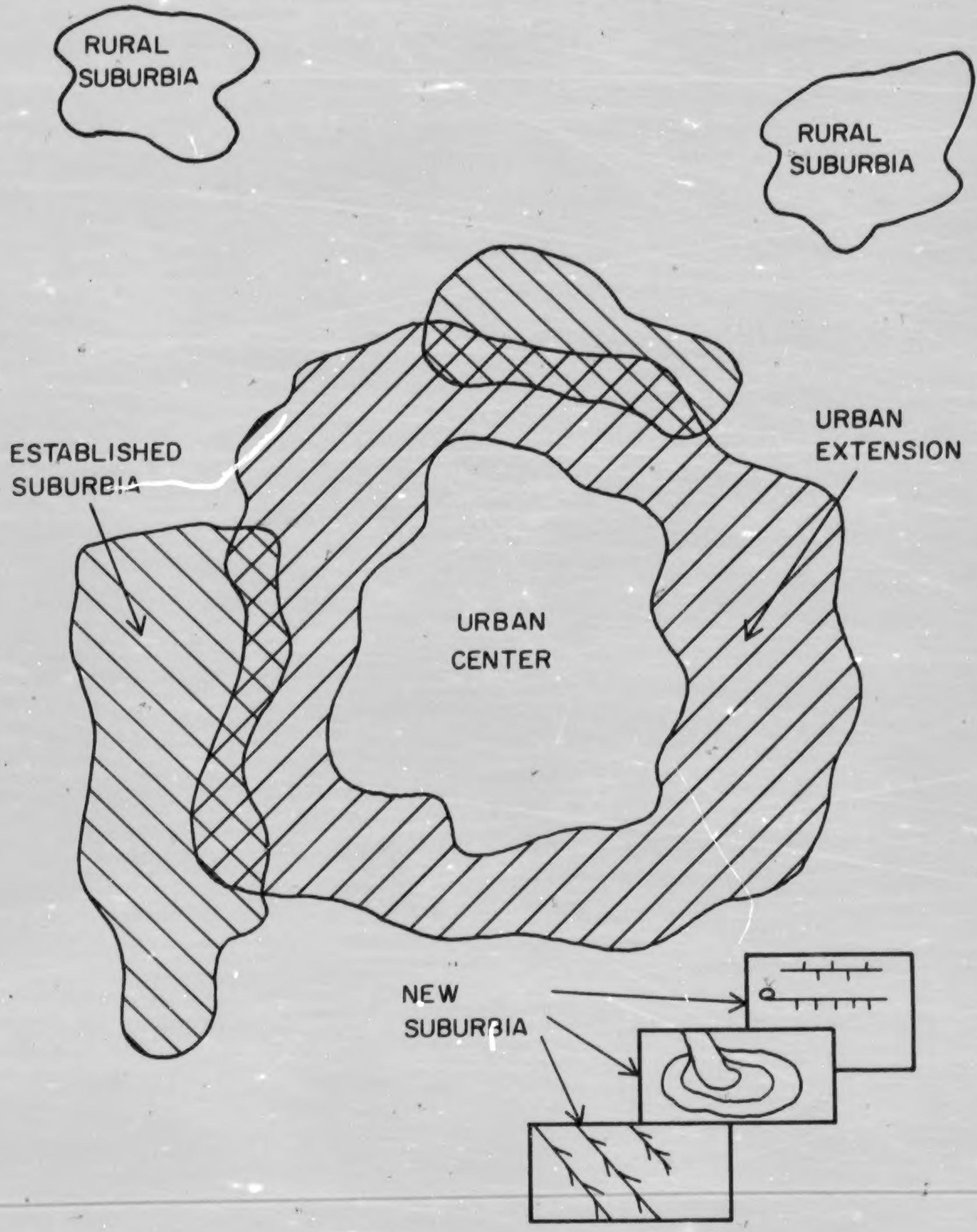
The Urban Extension. Closest to urban area; retains appearance of that area; has families of lower middle income; population very mobile or transient. Education provided is similar to education in the inner-city schools.

Established Suburbia. Bordering on urban extension, created ten, twenty or more years ago; upper middle and higher income families; conservative in outlook; schools and other facilities burdened with growth of population; there is an older established core of inhabitants, and a second group of younger recent arrivals. Power rests with the older group.

New Suburbia. Largest area of suburbia, U. S. A.; found beyond established suburbia; characterized by large housing developments and shopping centers merged with industrial park settings. Schools and curricular designs reflect the modern ideas and the high academic abilities of the people who live there. The high economic level of this area's inhabitants is not just reflected in their homes, but also in their home life, social responsibilities, recreation, and leisure.

(Report of Study Committee B continued)

Figure I


RURAL
SUBURBIA
RURAL
SUBURBIA
ESTABLISHED
SUBURBIA
URBAN
EXTENSION
URBAN
CENTER
NEW
SUBURBIA

Rural Suburbia. At an earlier period, these areas were largely isolated from the urban-suburban scene. Rural suburbia citizens are now as closely linked to the larger metropolitan areas as they are to the agrarian way of life. Job opportunities in the large centers of commerce and industry, and improvements in transportation and communication are responsible for this shift.

III. GOALS

It is our intent in this report to delineate those concerns which the media professional must develop and demonstrate as a member of suburban society, its community organizations, and its educational institutions.

He must have an awareness of the problems confronting this significant segment of our population, as well as show empathy and concern for suburbia's existing conditions and evolutionary destinies.

Through his role as a media professional, he must carry this out by accepting his responsibility and by making a complete commitment for the successful outcome of these objectives.

He should understand that there must be much more than token involvement in this framework to foster a significant understanding of the problems of the total community. As he attempts to achieve these goals of awareness, empathy, responsibility, commitment, and involvement within himself, he must also attempt to promote these goals within the schools and the total community.

IV. ASSUMPTIONS

In preparing this report we assume that suburban educators, and suburban media professionals in particular, are cognizant of the various processes, approaches and ideas which are generally accepted as sound practice in American education today. Some pertinent examples are:

1. Individualization of instruction
2. Observable learner outcomes (terminal performance objectives)
3. The systems approach
4. Encouragement of student creativity
5. Technological interface with curriculum

To go beyond these examples seems to us to be inappropriate to this report. Readers who wish further information may consult the many education journals, recent books and other educational materials for elaboration.

(Report of Study Committee B continued)

We also make one other assumption and that is that the suburban media professional can and should be (if he is not already) a participant in policy and curriculum formulation and implementation.

V. ACTIVITIES

There are many activities which the suburban media professional can initiate and promote to foster greater understanding of the problems of minority groups. Below are specific suggestions as to activities which can be supported in the media professional's local school, in his community, in his region, and in his state. (See Figure 2, page 56)

A. In his local school the suburban media professional can become actively involved by:

1. Promoting and developing effective in-service training programs which will utilize human relations materials;
2. Placing a high priority on the preview, selection, and purchase of human relations material;[1]
3. Producing instructional materials and encouraging students to develop local materials in the human relations area;[2]
4. Promoting field trips to the central city for the purpose of mutual understanding;
5. Sharing of available resource people with the inner city schools, using speakers in the classrooms and through tele-lecture and audio and video tapes;
6. Supporting the purchase of multi-ethnic materials in both print and non-print form;
7. Working with other school related groups, such as principals, supervisors, and curriculum specialists, in promoting the utilization of human relations materials in existing courses;
8. Fostering, developing, and implementing courses and units of study designed to bring about an awareness of, action related to, major local, national, and world concerns;
9. Promoting techniques, such as role playing, dramatization, etc., as vehicles for furthering human understanding;
10. Involving minority groups in developing criteria for selection of relevant human relations materials;
11. Promoting those activities and techniques which provide for individualized instruction and enable curriculum to more adequately meet the needs of all students.

B. In his community the suburban media professional can become actively involved by:

1. Promoting human relations activities for civic and fraternal organizations, governmental agencies, and religious groups in the community;[3]
2. Providing equipment and materials to community groups and preparing unique materials when needed;

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[1] Harold A. Layer, Ethnic Studies and Audiovisual Media: A Listing and Discussion, Occasional Paper from ERIC, Institute for Communication Research (Stanford University, Stanford, California, June, 1969).

[2] High school students in Teaneck (New Jersey) were assigned to special projects and filmed different aspects of life and schools in New York City's Harlem. These projects were designed to bring about a comparison of urban conditions with the conditions in their own homes and schools.

[3] Suburban service organizations, such as the Lions, Elks, and Rotarians, are always looking for programs or program material. They want musical groups, speakers and films. Media professionals can help provide a service to the community and also promote social sensitivity by providing materials. A singular example would be the film, "Black History-Lost, Strayed or Stolen." The media professional can also offer himself as the speaker to discuss and illustrate the materials used in the classroom.

(Report of Study Committee B continued)

3. Developing exhibits on human relations for use in banks, utility offices, public agencies, etc., and displays for fairs, conventions and other gatherings;
4. Cooperating with local industry in student work-study programs and adult education classes;
5. Becoming involved in the local, state and national political scene, working for legislation to support education.

C. In his region the suburban media professional can become actively involved by:

1. Providing in-service human relations programs for teachers;
    - a. examining available local resources;
    - b. encouraging regional workshops.
2. Seeking to establish urban-suburban in-service teacher education;
    - a. developing programs to visit and learn from each other;
    - b. utilizing Headstart experienced teachers;
    - c. helping structure and provide information for exchange of field trips between urban and suburban groups;
3. Developing programs of media personnel and material exchanges between urban and suburban schools;
    - a. visiting by urban and suburban media specialists to examine, learn, and exchange ideas;
    - b. developing and have available for circulation to schools human relations programs;
    - c. exchanging teacher and student prepared materials;[4]
4. Fostering human relations courses or units designed to bring about awareness of and action related to local, regional, national, and world concerns.

D. In his state the suburban media professional can become actively involved by:

1. Cooperating with others in the state to provide broad based in-service activities not possible at the local or regional level;
2. Involving students from both the urban and suburban areas in a media conference;[5]
    - a. preparing materials on each group's area and concerns;
    - b. developing skills in media preparation and use;
    - c. examining relevant media;
3. Working through the professional associations and agencies to promote activities of human relations groups;
    - a. providing exhibit space at conferences;
    - b. providing newsletter space.

---

[4] In the Los Angeles area, two high school social studies classes, one from a predominately suburban, middle class school and the other from an urban ghetto school, over the period of a semester, prepared and exchanged video tapes. The students expressed their individual and group concerns, ranging from school problems to long hair, to the police to racism, There were initial tapes and later tapes responding to the first ones. The culmination of this activity was a face to face meeting of the two groups.

[5] In November of 1968, a statewide youth-media conference entitled "Explorance" was conducted by the Governor's Committee on Children and Youth in cooperation with the University of Maine. Local media professionals provided leadership and assistance in this program. The purpose of this conference which was attended by over two hundred high school students was to expose young people from varying backgrounds to an opportunity for self-expression of their problems and feelings through creative activities. These included workshop experiences in film making, handicrafts and art, videotape role playing experiences, tape recording activities and other media techniques. The conference closed with an opportunity for participants to make presentations of their productions.

Figure 2

LOCAL SCHOOLS	COMMUNITY ORGANIZATION (Non-Schools)	COOPERATIVE REGIONAL	STATE
In-service human relations programs	In-service human relations programs	In-service human relations programs	In-service human relations programs
High priority on human relations materials	Service and production for community organizations	Urban/suburban in-service (teachers)	Youth urban/suburban media conference
Production of materials on human relations	Exhibits on human relations	Exchange of materials	
Resource people	Cooperate with industry	Urban/suburban field trip exchange	
Development of selection criteria for human relations materials	Political involvement	Urban/suburban media specialist exchange and conferences	
Foster human relations courses and units designed to bring about awareness of and action related to local regional, national,and world concerns			

(Report of Study Committee B continued)

VI. CONCLUSION

Suburbia does not and cannot exist in isolation from the total community. It is therefore imperative that suburban education take an active part in dealing with concerns that go beyond the local scene. More specifically, we have come to the conclusion that the media professional, as a citizen in a world of changing attitudes and sociological consequences, must assume the role of an active participant in molding the future of the society in which he lives.

We have outlined an activist program which, though incomplete, can be readily implemented in the suburban setting. This program is designed to achieve in the schools and community the goals previously stated: awareness, empathy, responsibility, commitment, and involvement. We strongly encourage media specialists in suburban communities to accept these goals and to work diligently to implement and expand our program design.

Finally, we wish to express the belief that suburbia must not only survive; it must contribute a positive and proportionate share to the improvement of the Human Condition. We hope and trust that, at the least, we have made a first step.

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REPORT OF STUDY COMMITTEE C:

DEVELOPING A CURRICULA-MEDIA DIALOGUE TO MEET THE INSTRUCTIONAL NEEDS OF THE INDIVIDUAL AND SOCIETY

(A PROCESS)

Robert Diamond

I. INTRODUCTION

The educator of today is facing a critical problem. He must develop an instructional program relevant to the students and to the community, in agreement with the immediate and long-range needs of society while staying within the range of existing resources.

The present structure is not designed for the educational problems of today. It was, therefore, the decision of this committee that the development of a new instructional program had to begin with a process. A process that would provide for:

A. Interaction among all input sources (students, community, educators, etc.)

B. Instructional goals which can be defined and measured.

C. Optimal utilization of human and material resources.

D. Continual evaluation, feedback, and modification.

Emphasis has been placed on evolving a process that would be directly applicable to school districts and colleges interested in improving the efficiency, effectiveness and relevancy of its program. While the problems and potential solutions will vary from region to region, from district to district, and from school to school, the process that should be followed and the questions that must be asked remain consistent. This report has been designed to evolve such a process and where feasible, representative questions have been identified.

In the process it has been important to place in perspective the society, the educational system and the role of media. This can be outlined briefly as follows:

(Report of Study Committee C continued)

A. Societies seek to survive and to improve mankind by transmitting to succeeding generations the results of their experiences.

B. In modern societies, responsibility for the perpetuation and expansion of human knowledge and skills rests largely with the formal educational enterprise which it has established for this purpose.

C. To facilitate a systematic plan for education, the enterprise has attempted to fashion behavioral goals, subject-matter content, and methods of instruction into curricula.

D. Educational media provide alternate ways and means of implementing curricula effectively and efficiently.

E. It is essential that those who design curricula and those who implement media share their competencies for the mutual benefit of the learner.

II. REQUIREMENTS OF THE SYSTEM

A. We need a curriculum that is:

1. Relevant
    a. Relevant to student perceptions
    b. Relevant to community perceptions
    c. Relevant to future life styles of the student
    d. Relevant to needs of culture and society
    e. Relevant to actual conditions that exist
2. Self Actualizing (gratifying)
3. Meets prestated and measurable objectives

B. We need an instructional process that:

1. Makes optimum use of resources (human, material, facilities, etc.)
2. Provides effectiveness and efficiency of learning
3. Permits adaptation to different learning styles

(Report of Study Committee C continued)

III. THE PROCESS

A. Sequence

To insure that the requirements of the instructional program meet the concerns identified in Section II, an instructional system was evolved. Emphasis was placed on identifying those factors that are critical in developing relevancy and effective and efficient instruction. It became readily apparent that while the procedure would be identical, the specific inputs (factors) considered would vary locally, evolving a program designed to meet the unique needs and resources of the population it was designed to serve. The systems approach function required a continual evaluation and modification element deemed a necessity by the committee.

A diagram of the Instructional Development System will be found in Table I on the following page. A brief description of the components of the System is as follows, with a further discussion of the two major dialogue portions of the sequence, elements (1. 0) and (4. 0) located under "B" of this section of the report.

(1. 0) Formators Dialogue.

Including all elements of the society (community, students, parents, educators, etc.), the dialogue would attempt to identify those factors relevant to the development of the instructional program.

(2. 0) Needs/Goals of the Individual and Society.

Based on factors and needs identified in the Formators Dialogue a series of specific needs and goals for the individual and the community are defined.

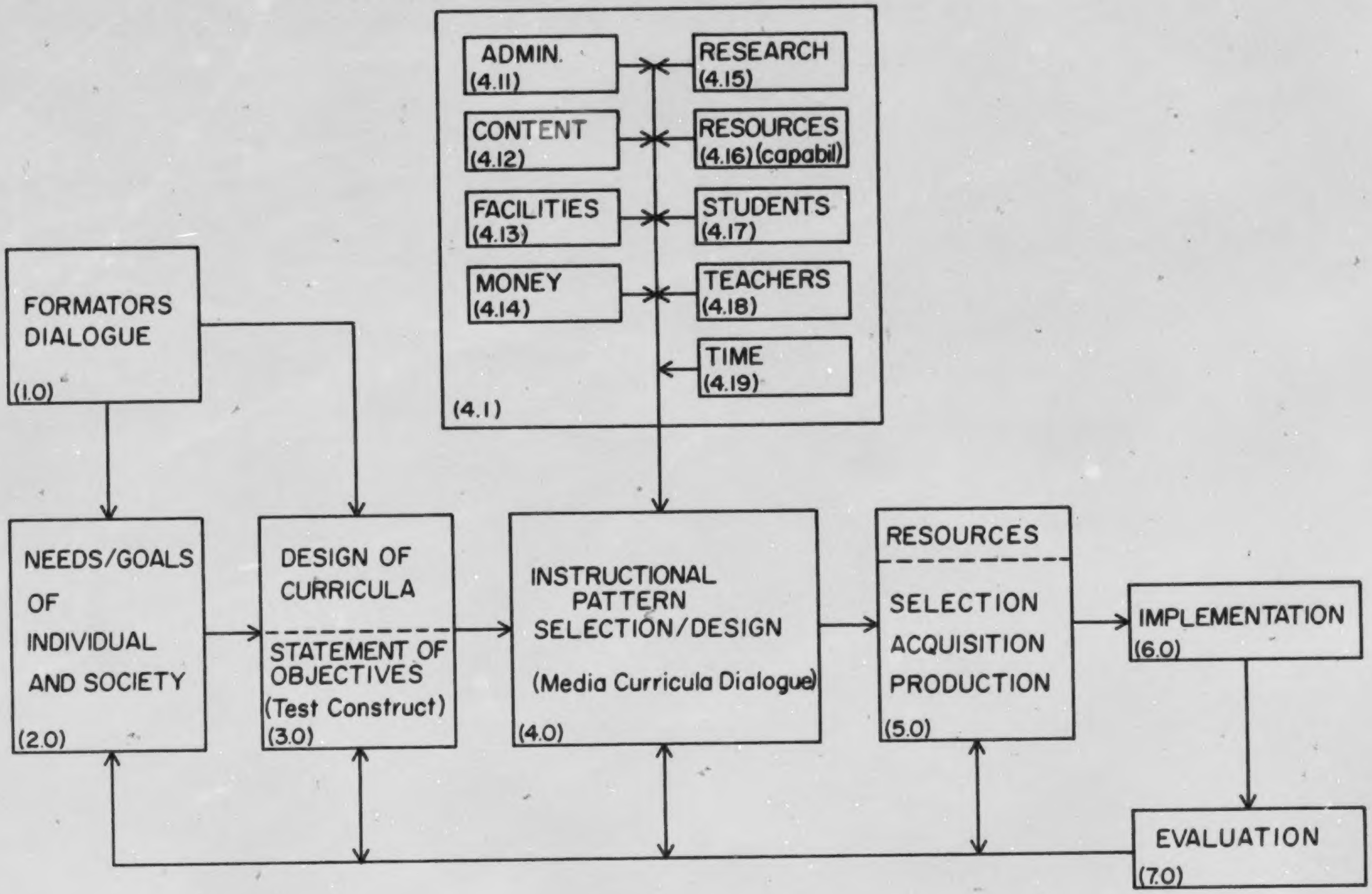
(3. 0) Design of Curricula/Statement of Objectives.

Based on the needs and goals stated in (2. 0) the curriculum is designed with a comprehensive statement of specific student objectives in behavioral and measurable terms being developed. Evaluation instruments based on these objectives are selected and designed.

(4. 0) Instructional Pattern Selection and Design

The specific instructional pattern is designed to meet the specified instructional objectives in the most effective and

Table I
A SYSTEM FOR INSTRUCTIONAL DEVELOPMENT


ADMIN. (4.11)
CONTENT (4.12)
FACILITIES (4.13)
MONEY (4.14)
RESEARCH (4.15)
RESOURCES (4.16) (capabil)
STUDENTS (4.17)
TEACHERS (4.18)
TIME (4.19)
(4.1)
FORMATORS DIALOGUE (1.0)
NEEDS/GOALS OF INDIVIDUAL AND SOCIETY (2.0)
DESIGN OF CURRICULA
STATEMENT OF OBJECTIVES (Test Construct) (3.0)
INSTRUCTIONAL PATTERN SELECTION/DESIGN
(Media Curricula Dialogue) (4.0)
RESOURCES
SELECTION ACQUISITION PRODUCTION (5.0)
IMPLEMENTATION (6.0)
EVALUATION (7.0)

efficient way possible within the parameters of local resources and restraints. Major elements to be considered in addition to instructional objectives are:

a. Administration (4.11)

b. Content (4.12)

c. Facilities (4.13)

d. Money (4.14)

e. Research (4.15)

f. Resources (capabilities) (4.16)

g. Students (4.17)

h. Teachers (4.18)

i. Time (4.19)

(5.0) Resources - Selection, Acquisition, Production

Instructional components required within the instructional program are selected, acquired, produced and field tested. All components are made operational.

(6.0) Implementation

Program is begun.

(7.0) Evaluation

Based on prestated needs and goals of individual and society and on stated behavioral objectives program is evaluated on a continual basis. Where required modifications in the program and pattern are made.

B. The Questions

As noted previously there are two major dialogues in the system. One between the community, students and educators (1.0) and a second between curriculum and media personnel in the design of the specific instructional pattern (4.0). Historically, there have been neglected factors in these two areas that have reduced the relevancy of the instructional program and hindered the effective and wise use of media. This committee has, therefore, gone into these two sections in some detail. It should be noted, however, that the questions indicated are representative only. They should not be considered to be complete or all inclusive.

(Report of Study Committee C continued)

For any question there are three elements: First, what questions should be asked; second, of whom; and third, how. In the limited time available, and with the limited resources, this committee has emphasized the first two elements. How the data can be obtained is a subject that must be the concern of sociologists, psychologists and management consultants.

1. Representative questions within the Formators Dialogue (1.0) about the:
   a. Student population
      (1) Numbers
      (2) Mobility patterns
      (3) Language problems
      (4) Health problems
   b. Family
      (1) Attitudes
      (2) Aspirations
      (3) Size
      (4) Economic status
      (5) Parental education
   c. Community
      (1) Ethnic grouping
      (2) Cultural perspective
      (3) Financial base
      (4) Attitudes toward school and society
      (5) Job opportunities, both present and future
      (6) Life style
   d. Informal power structure
   e. Society
      (1) Structure
      (2) Goals
      (3) Government
      (4) Politics
   f. Student
      (1) What he perceives as his needs
      (2) What he perceives as the function of school and society
      (3) His self image
   g. Educational community
   h. Administration
      (1) Limitations
      (2) Job performance
      (3) Community relations
      (4) Effectiveness
   i. Domain of knowledge
2. Within the media-curricula dialogue (4.0), (See Tables II-a, II-b)

Table II-a

FACTORS TO BE CONSIDERED - MEDIA-CURRICULA DIALOGUE

ADMINISTRATION	CONTENT	FACILITIES	MONEY	RESEARCH
Attitudes	Amount	Capabilities	How much	Applied
Priorities	Nature	Design (configuration)	Source	Pure
		Location	Use limitation	Related results
		Number		
		Type		

(Report of Study Committee C continued)

Table II-b

FACTORS TO BE CONSIDERED: CURRICULA-MEDIA DIALOGUE

RESOURCES (capabilities)	STUDENTS	TEACHERS	TIME
Accessibility	Attitudes	Attitudes toward:	Lead time before implementation
		1. administration	
		2. change	
		3. self	
Community	Capability	4. student	Production and acquisition time
1. material	Composition by type		
		Communication skills	
2. human			
	Learning style	1. verbal	
	Location	2. non-verbal	
Media (Hard and soft)	Needs	Competencies	Student time available
1. building	Number	How many	
2. district	Present level of prerequisites	Likes and dislikes	
3. regional		Subject matter specialization	
4. national			
5. international		Teaching skills in:	
Paraprofessional		1. direction and evaluation	
Production capabilities		2. interaction	
		3. material development	
		4. presentation	
		Teacher's role with:	
		1. administration	
		2. other teachers	
		3. students	
		Teaching style (strategy)	

C. Staffing and Function

In the evolution of the process that is presented in this report it became readily apparent that, if it were to be successfully applied, it would require the involvement of media personnel on several levels of operation as well as the creation of new academic positions and interrelationships. The scope of the project and the size of the operating unit will determine the specific staffing structure. Briefly the anticipated areas of responsibility are as follows:

1. Administrative and/or Supervisory

   A project that involves a wide variety of individuals and problems requires a single administrative head. This person operating under a variety of titles, (Director of Instructional Development, Director of Learning Resources), must not only be aware of the process but also have the ability to organize and direct a highly complex project. It can be anticipated that persons serving in this capacity will come from a variety of backgrounds.

2. Media

   It is anticipated that three levels of Media Professionals within this category will evolve.

   a. The media generalist

      Once behavioral objectives are stated and target populations defined this individual will, with the assistance of the curriculum specialist(s) select and design the instructional patterns that are to be utilized and the specific projects that are to be undertaken. This process involves a careful analysis of resources, limitations and related research. This individual would then be responsible for project supervision and implementations.

   b. The media specialist - production

      Responsible for the selection, design and production of alternative media required to meet the instructional objectives assigned to an individual project. Included in this area would be specialists in fields such as television, audio, graphics, photographics, programmed instruction, etc.

   c. The media specialist - dissemination

      Responsible for support operations on an individual school or, depending on size, a regional basis. This would include material dissemination, resource center operation and associated responsibilities. It is anticipated that individuals serving in this capacity will have a combined library-media training.

3. The curriculum specialist

Works directly with the media generalist in the selection and design of the instructional patterns as well as responsibility for the stating of objectives in behavioral terms and project evaluation.

IV. CONCLUSIONS

There is no single solution to the problem of relevancy, effectiveness and efficiency of instruction. The successful program must be designed to meet the specific needs of the students and community which it serves. Each program will, therefore, be unique.

The process proposed by this committee is designed as a guideline for individuals participating in the evolvement of an educational system. It is as relevant to the urban and suburban educator as it is to those operating in rural areas. The questions asked therefore are identical. The answers and solutions will, however, be localized.

COMMITTEE MEMBERS:

Robert Diamond, Chairman
Mayo Huisman, Recorder
Roy Breznik
William Davies
Edward Dawson
John Holmes
Robert Meinhardt
William Oglesby
Charles Vento

* * * * * *

REPORT OF STUDY COMMITTEE D:

HIGHER EDUCATION

James Davis

Edward Anderson

I. INTRODUCTION

The Okoboji sub-group which considered the question of higher education's role in regard to curricular/media responsiveness to changing community needs recognized that human problems can be categorized in many different ways. The schema chosen was that suggested by Willis Harman of the Stanford Research Institute. The obvious social ills presently facing America are discrimination, poverty, pollution, crime, civil disorder, unemployment, etc. These demand solutions.

Solutions can be categorized on three levels. Expressed briefly, the first is a surface level, involving an immediate outlay of money and programs aimed directly at solving the problems of race relations, pollution, poverty, and such, as mentioned above. Although we continue to use this approach, experience has demonstrated that we can expect only partial success or even complete failure. Cases in point are the urban renewal programs which have not eliminated ghettos and discrimination, or the aid to dependent children programs which, while alleviating hunger, do little to correct the causes of the problem.

Solutions onthe second level are directed at changing the institutions of a society, the traditional roles for which persons are trained, the time-hallowed structures, and the faithfully-retained processes. Examples of second level solutions are the programs which seek political and economic justice and ethnic equality through changing political party structure, labor union membership qualifications, university entrance requirements, and defacto segregation in public schools.

The third category of solutions reaches to the level of basic assumptions, attitudes, and values held by individuals and promoted by the culture. Here the concern centers on individual expressions of despair, alienation, and lack of pride and self-respect. Ultimately, fostering wholesome relationships between man and nature may be more important than setting up a pollution control board.

Solutions for human problems must be sought on all three levels: programs in one category assist efforts on the other levels. However, it is the third category which offers ultimate solutions. The key to providing solutions to these long-standing social problems lies in changing deeply-rooted beliefs, values, attitudes, and patterns of behavior of both the individual who is a victim of the disorders resulting from poverty, discrimination, and ghettoization, and the more advantaged citizen, physically remote from social disorders, who earnestly believes he is not involved.

Education, including higher education, exists to serve the needs of society. It follows logically, therefore, that any problem which arises in society relative to these needs is a concern of the educational system. The attainment of third category solutions requires the involvement of faculties and students in our universities and colleges.

The needs of minority groups in America are exemplary and descriptive of the dimensions which any social problem may have. Through discussion and reading[1] our committee arrived at certain generalizations concerning American minority groups:

1. They share in common the so-called "non-readiness" to enter the formal educational process, and remain outside the mainstream of American life.
2. There is disunity among the ethnic subcultures.
3. There is a lack of knowledge of their heritage among these subcultures.
4. Troublesome variations of the familiar structure exist in subcultures.
5. There is a growing rejection of the "white man's world."
6. There is a lack of cohesive forces which can bind together the diverse elements of these subcultures.
7. Most of the members of these subcultures have little, or an undesireable, racial self-concept.
8. There exists class alienation within these subcultures.

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[1] James P. Comer.. "The Social Power of the Negro," Scientific American, Vol. 216, No. 4, April, 1967, pp. 21-27.

9. Both within and without these subcultures, there is ignorance of existing programs which are meeting important psychological needs of the community.

The urgency of the social problems of minority groups guided us to make the four following assumptions:

1. Change is demanded.
2. Education is the primary instrument for effecting change.
3. Media professionals have a prime responsibility as change agents within the educational system.
4. The "team approach" (see definitions, Section II, C of this report) provides maximum effectiveness.

While we recognize that in some instances the media person may effectively bring about change without other assistance, we believe maximum success will most often occur when he cooperates with other specialists in a systematic fashion in attacking problems, particularly those of an educational nature. As a member of this team, we assume the media professional will assist in identifying the characteristics and details of the problem; he will assume a leadership role in developing local programs to make staff, students, and the community aware of the characteristics and details of the problem; he will work with the team to develop suggested alternatives; and he will assist with evaluation.

We recognize that in varied disciplines, varied approaches can be utilized in solving problems. Where media personnel are involved, it is essential to focus attention on the necessary professional and nonprofessional resources which can provide assistance and directions to render effective service to society. This involves the assignment of duties among the members of the staff to develop and carry out plans. This technique brings the most suitable resources to a given problem situation; and it serves as a familiar model of human behavior. Normally this team proceeds as follows:

1. The team identifies a need and establishes objective(s) to satisfy it.
2. The team engages in activities designed to produce the desired results.
3. The responses and results are monitored to ascertain how closely they approach the desired results.
4. Appropriate changes in strategy are made as needed to effect the desired results.

II. DEFINITIONS

A. Higher Education - Any educational program above grade twelve.

B. Media - Any intervening device or material to present symbols.

(Report of Study Committee D continued)

C. Team - Any combination of competencies required to attack a particular problem.

D. Community - The geo-political area, regardless of size, within which the activities of the institution of higher learning takes place and within which its influence is exercised.

III. CONSIDERATIONS

Assuming the validity of the social issues and considerations presented in the introduction, higher education is uniquely suited to deal with these problems because of:

1. Its pool of available talent and resources.
2. The objective position of the institutions of higher education in our social structure.

The following areas are some key leverage points at which change may be effected:

1. To change the sphere of influence of the media director.
2. To change curriculum.
3. To change teacher education.
4. To change the training of media professionals.

These four points are considered in some detail in the following report. Other points which could be considered are:

1. To change educational philosophy (or live up to it).
2. To encourage the accommodation of university structure to individuals of diverse backgrounds and heritage. *

A. To Change the Sphere of Influence of the Media Director

1. The media director should be recognized as a member of the administrative team.
2. The media director as a member of the instructional team should have a rank commensurate with his responsibilities, his education and his experience.
3. The media director should identify unrecognized needs for media, seek assistance in selection, and seek information concerning the relevance of media from faculty, students and the community.

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*Development of these points was based on an unpublished article, "Notes on Anticipating the Future" by Willis W. Harman.

4. The media director should be a leader in developing specific local media programs to inform the community of the characteristics and details of pertinent social problems.
5. The media director should encourage students to utilize campus media services, to use existing media, and to create new forms for communicating within the academic setting and with the community.

B. To Change Curriculum

The media professional should be concerned with the curriculum and its constructs in implementing the assumptions stated previously. The curriculum and program of studies that is as "solid as a mausoleum" is one of the factors atrophying learning "on campus" and contributing to the disillusionment of the graduates. James Dixon of Antioch College remarked that obsolescence is the price of inertia and that destruction may well be the price of obsolescence.

Curriculum changes should be investigated through a team approach. The changes could be suggested as a result of problems in the academic, residential or regional community. Faculty (including the media professional), students, and local leaders should examine the problem, and identify the objectives to be obtained through course changes and implementations.

The role of the media professional is critical to the process of curriculum development. Curriculum development involves the improvement of existent courses and introduction of new courses. This particular role of the media professional is exercised in concert with other members of curricular teams.

The media professional as a member of the team should facilitate and work toward curricular changes. The following is a list of considerations or activities which he should work tc establish in his institution if they do not already exist:

1. Continuous Evaluation of Courses and Programs
When an institution requires periodic (regular) evaluation of curricular elements, involvement of the media professional can result in updating curriculum through the use of new communication tools and instructional patterns.

2. Curriculum Committees
In some institutions, the media professional serves on curriculum committees at varying levels (departmental, school, or college, all-university, etc.) When this is the case the media specialist is in a key position to encourage the use of new communication tools and new instructional strategies.

3. Office of Instructional Development
   The media professional is a key person in suggesting and promoting the establishment of an Office of Instructional Development. Such an office provides an instructional development team comprised of the subject matter specialist, a learning psychologist, an evaluation specialist and a media specialist.

4. Flexibility and Tolerance in the Curriculum
   When working with curriculum committees and instructional development teams, the media professional is in a strategic position to encourage that flexibility and tolerance to be built into the curriculum. He can foster the accommodation of varying levels of ability, background and interest since he knows the communication tools and strategies which can accomplish this end. The presence of flexibility and tolerance in the curriculum can provide for a wide range of individual readiness and resourcefulness.

5. Mediation of Learning
   The media professional is in a unique position to encourage the mediation of instruction in a variety of instructional settings and modes.

6. Individualization of Instruction
   The media professional is in a unique position to encourage and foster the individualization of instruction through his work with curriculum committees and development teams.

The media professional at the college/university level must be involved in curricular change. To be productive, change must be planned; it must have clear objectives, appropriate support, practical means of implementation, and provisions for adequate and impartial evaluation.

C. To Change Teacher Education

It is the belief of this committee that higher education can and must play a continuing and significant role in dealing with community educational problems. In any attempt on the part of higher education to assist with the solution of community problems, it seems logical that teacher education be involved. Not only are teacher education programs common in colleges and universities, but the graduates of such programs have the potential to make enormous impact upon the communities they serve. For purposes of this report we are assuming that any area or department which cooperates closely with, or is supportive of, teacher education is by that activity a part of teacher education, and thus would generally fall under the recommendations and suggestions herein.

We feel that the teacher education area is one through which the media professional frequently will find it possible to act as a change agent. How his assistance and leadership may come about, if and when it does, will vary greatly from institution to institution. Our group suggests that teacher education offers opportunities to ask questions whose answers may indicate whether or not a problem exists, and whether or not the media professional is needed as part of a team to examine it. Specifically, we suggest that the media professional ask questions about certain policies and relationships of the university to students; that he ask questions about the university staff; that he examine facilities; and that he study the relevance of the courses of study.

Community needs may change faster than the university is willing to change to meet these needs. If current community educational needs are known, it should be possible, by asking pertinent questions, to ascertain if university procedures and policies meet these needs. Exactly what system is then developed, how the team proceeds, and final results will vary from place to place and time to time. Even the questions which need to be asked will vary with institutions and communities. However, we feel that those listed herein, while merely typical and incomplete, will serve as springboards toward the type of process we recommend.

Questions listed are brief and lacking in defensive support and validation. We feel that most of them speak for themselves. Others may require some justification. The answers to these questions should provide information as to whether or not a problem exists and how severe the problem may be.

Questions to Ask with Respect to Students and Policies Related to Them:

1. Is there a need for re-appraisal of admission standards, both under-graduate and graduate? What changes seem most likely to serve current needs of urban students?
2. Are existing scholarship and financial aid programs adequate and properly distributed? If not, what changes are needed?
3. Is there a need for expanded remedial work and other types of study and academic assistance to certain urban students?
4. Does the institution need to expand its counseling and vocational guidance services, including up-to-date supply and demand data on jobs?
5. Are serious efforts made to recruit students, with emphasis upon the disadvantaged and those with varied socio-economic backgrounds and abilities?

6. Are students engaging in activities in and out of the classroom which cause them to face reality and to understand one another and the world around them? (For example, such activities as: simulation and role playing; use of resource persons; documented activities at sources of problems; judicious use of sensitivity training; extended time contact with community people and problems; identification of personal goals and use of goal defining activities; involvement in institutional governance; student utilization on institutional teams working on surveys and community problems.)

Questions to Ask Concerning Staff:

1. Are staff members effectively utilizing a wide variety of media?
2. Are staff members engaged in effective in-service training, including utilization of educational television and other applications of technology?
3. Are staff members cooperating with Headstart and similar programs in the community?
4. Are staff members engaged in public relations and educational programs with service clubs and other community organizations?
5. Are media professionals continuously engaged in training staff in use of media, particularly assisting new faculty members?
6. Are serious efforts made to recruit staff members of varied racial, ethnic, and socio-economic backgrounds?
7. Is there utilization of, and cooperation with, community professional and business people on the part of staff members?

Questions to Ask Concerning Facilities:

1. Does the teacher education staff have sufficient hardware and software to permit effective instruction and to give assistance to urban educational problems?
2. Is the media staff, physical plant, finances, sufficient for both inplant and community assistance?
3. Is administrative philosophy understanding of media and supportive of media utilization for community use as well as on-campus utilization.

Questions to Ask Concerning Curriculum:

1. Are teacher education and media staff providing leadership in a continuing examination of course, graduation, and certification requirements in terms of changing community needs?

2. How high is the correlation between meeting graduation and certification requirements and success in the classroom?
3. If the correlation in #2 above is not high, what changes are needed in course and certification requirements?
4. What evidence is there to indicate adequate media preparation on the part of teacher education graduates?
5. What evidence is there to indicate that teacher education graduates are aware of and interested in community problems?
6. Does the overall curriculum provide sufficient training in problem solving and cooperative research activities?
7. Are media professionals actively engaged in development of teacher education curricula and facilities?
8. Are teacher education graduates aware that change is constant, and that teacher education must constantly be modified to keep abreast of such change? Do they believe that teacher education often should take the lead in promoting desirable change?

D. To Change the Training of the Media Professional

The media professional should acquire broad skills in facilitating and initiating change and in working in coordination with other specialists (ranging from those in behavioral sciences to other media specialists). We can do no more than to stress competence in those basic skills which can provide the foundation for more powerful ones. These skills, which are basic to the media professional, are founded upon modern social and behavioral sciences, for these sciences examine the mechanisms of change. Having these basic skills provides the media professional with a framework for dialogue with others of a team constituted for the purpose of accomplishing specific goals. More importantly, these basic skills acquired in the behavioral and social sciences insure against preparation of narrow technical capabilities alone, which are soon rendered inadequate by the rapid rate of technological innovation.

In order for the media professional to meet his responsibilities as a change agent, he must have, as a minimum base, competencies in the following areas:

1. The total instructional process
    a. Characteristics of learners
    b. Characteristics of specific media
    c. Characteristics of the communications process
    d. Characteristics of the learning process

(Report of Study Committee D continued)

2. Contemporary problems of education
   a. The social structure of education
   b. The constituencies of the educational community
3. Diffusion and adaptation of innovation
4. Management of personnel, resources and facilities
5. Evaluation, research, and development

Having these competencies the media professional, to be effective, must be in a position which allows him to participate in policy formation and decision making within his institution.

In preparing this media professional, the following kinds of experiences must be considered:

1. Simulation and role playing
2. Effective resource utilization
3. Extended time contact with people and problems at the source of the problems
4. Identification of personal goals and participation in goal defining activities
5. Sensitivity training

Examples of such experiences would be as follows:

1. The mounting of a community campaign for the eradication of rats.
2. Computer simulation of a complex social system including decision making, research and evaluation.
3. Working with a social studies department in a community school in developing a curriculum for ethnic studies.
4. Developing a long term program aimed at changing basic community attitudes toward race and religion.

IV. CONCLUSION

The higher education institution is unique in its relatively objective position in our social structure and the pool of talent and resources which is available. Located within this talent pool is the media professional, a person of special competencies in the education process.

Today's social situation demands immediate action for short and long range solutions to grave problems. Since the university does possess

(Report of Study Committee D continued)

considerable potential to improve the situation, it becomes a prime responsibility of the media professional to assume a leadership role in bringing the university's resources to focus on finding solutions.

Specifically, the media professional can work with other university personnel to exercise leverage for change in several ways:

1. By expanding the sphere of influence of the media director
2. By working for change in the course offerings
3. By helping to change teacher education
4. By advising in the training of media professionals
5. By working for the modification of educational philosophy
6. By encouraging the accommodation of university structure to individuals of diverse backgrounds and heritage

POSTWORD

There are many aspects to change. One may try to change a society's culture or one may try to change how the culture permits deviance from its dominant value strains. The change which the media professional among other educators must create should be immediate and coherent. Though sociologists, psychologists, economists, or educators do not have the final answer on how to evoke and control change, one knows what some of the hazards are. One cannot change or tamper with one section of a society without regarding how it effects the whole. Nor can one operate at the "symptom level" alone without attacking the causes. If one is to handle change, strategy must be consistent and rapid, always considering how one sphere relates to another and to the whole. The sphere of education permeates all society and within it, change must be evoked which dissent, strife, alienation and lack of genuine dialogue have given the command for action.

* * * * * *

COMMITTEE MEMBERS:

James Davis, Chairman
Sister Sigrid Hutcheson, Recorder
Edward Anderson
John Battram
O. E. Bissmeyer
Angela Echevarria
Walter Felty
Harold Hill
Howard Hitchens
Robert Maull
Gene Michaels
A. B. Moore
Dennis Myers
Ron Payne
Fred Pula
Hugh Shafer
Peggy Sullivan
James Tully
James Waldron
Donald Winsor

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NOTE: Edward Anderson, the first chairman of this committee, was called home unexpectedly and James Davis assumed the position as chairman.

(Ninth General Session continued)

IV. DAVI President Lee Campion announced that the following persons had been selected to serve on the Planning Committee for the 1970 Okoboji Conference: Richard Pfund, Chairman; David Gifford, Richard Gilkey, Sister Sigrid Hutcheson, Charlie Roberts, Gordon Tubbs, Charles Vento, Robert Gerletti (ex-officio), and William Oglesby (ex-officio).

V. Arthur Suchesk introduced a sound-slide presentation titled "The Partnership," which described the cooperation between industry and education which had been implemented by the Southern California Regional Occupational Center.

VI. Adjournment at 10:09 p. m.

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TENTH GENERAL SESSION

Friday, August 22, 1969
8:10 a. m.
Presiding: Gordon Tubbs

I. Two administrative announcements were made regarding the return of materials to the library and transportation arrangements for departing delegates.

II. The Resolutions Committee report was presented by O. E. Bissmeyer. Copies of the report which contained seven resolutions were distributed to the delegates. All resolutions were approved by the conferees and are printed as follows:

RESOLUTIONS COMMITTEE REPORT

1. Be it resolved that the good wishes and professional acclaim of the entire group be afforded Howard Hitchens on his arrival at his new post of Executive Director of DAVI.

2. Be it resolved that the fullest appreciation and thanks of the 15th Okoboji Conference roster be offered to Lida and Lee Cochran. In taste, in style, in regard and personal concern, these warm educators offer a brand of fellowship and professional leadership without peer. BRAVO!

(Resolutions Committee Report continued)

3. Be it resolved that the thanks of the 15th Okoboji Conference membership be offered to the Iowa Committee without whose sustained support this week, the work of each day could not have progressed so smoothly.

4. Be it resolved that the thanks of the 15th Okoboji Conference be extended to co-chairmen Gordon Tubbs and Richard Pfund for their poised leadership and great wielding of a successful gavel that kept us ever on course despite all obstacles.

5. Be it resolved that the 15th Okoboji Roster afford to DAVI President Lee Campion its fullest support and friendship throughout his ensuing year at the helm. May his stewardship flourish and his efforts on behalf of DAVI be realized.

6. Be it resolved that the 15th Okoboji Conference salute Ann Clark and Nell Hedges and their office helpers for their round-the-clock effort on our behalf, from pins, postcards, papers to the interminable process of typing our findings.

7. Be it resolved that the 15th Okoboji Conference Report be given directly to Urban Education Council for support. It also should go, if possible, to other recognized agencies doing dissemination work in this crucial area of this year's theme.

COMMITTEE MEMBERS:

Lewis Saks, Chairman
O. E. Bissmeyer
Angela de Echevarria

* * * * * *

(Tenth General Session continued)

III. William Oglesby gave an overview of the comments written by delegates concerning the present and future Okoboji Conferences. He announced that those delegates returning questionnaires had voted unanimously to hold a sixteenth Okoboji Conference in 1970. All recommendations will be forwarded to the Planning Committee for future consideration.

IV. Discussion concerning the theme for next year's conference was undertaken. Several delegates expressed the need to choose a theme rather than a topic. Twelve themes were listed for consideration. Upon conclusion of the discussion delegates voted for the theme they favored

(Tenth General Session continued)

though it was understood by all conferees that the voting would merely guide rather than bind the 1970 Planning Committee as they arrange for next year's conference. Themes considered (and the number of votes each theme received) include:

		Votes:
A.	Media and the Learner	23
	1. Learning Theory	
	2. Systems Approach	
	3. Individualized Instruction	
B.	Educational Media - 1980	6
	1. Planning for Change	
C.	Curricula-Media Dialogue II	5
	1. With Black Consultants	
	2. Design and Implementation	
	3. Relevancy through Media	
	4. Focus on Urban Society	
D.	Leadership Development	2
	1. Creating a Media Leader	
	2. Sensitivity Training	
E.	The Media Professional	2
	1. Role, Qualitifications, Image, Accreditation, Certification	
	2. The Para-Professional	
F.	Media - Administration Mix	1
G.	Visual Literacy*	
H.	Curriculum Development*	
I.	Media Competencies for the Teacher and the Administrator*	
J.	Media Center Design*	
K.	Media-Library Cooperation*	
L.	Working Session for DAVI/Affiliate Committees*	

*The last six topics did not receive a vote from any delegate in the final tally.

V. John Hedges, representing all Okoboji delegates, past and present, presented a plaque to Lee W. Cochran. The plaque was inscribed:

Lee W. Cochran
Fifteen Years of Leadership
Lake Okoboji Educational Media Leadership Conferences
Um-Ga-Wa

VI. Scholarship awards of $45 each were presented to four graduate students attending the conference including Edward Anderson, Jan Aust, Gene Michaels, and James Waldron.

VII. Conference summarizer, Charles Vento, presented the following summary to the delegates:

(Tenth General Session continued)

SUMMARY

Charles Vento

Each of us has witnessed many milestones in our careers. Some more than others. But as I reflect upon the milestone of this week, the Fifteenth Okoboji Conference, it does represent several notable accomplishments.

First. Personally, I hoped for many years to participate in the Okoboji Experience. My state association has helped me realize this opportunity and privilege. As I prepared to come here, I was pleased with the Planning Committee's selection of a serious topic. Lastly, I feel humbled that I, a first timer, should be selected to address the group as conference summarizer.

Second. The group. The Fifteenth Okoboji Conference addressed itself to the "Curricula-Media Dialogue." The goal: Looking hard at problems of America's cultural groups. This is a topic which expresses the need for professional awareness and growth within our ranks. Another milestone for all of us is in the dynamics of the group process here this week. Never before have I experienced as frank and possibly brutal exchange as we tried to communicate and to provide common denominators for our action. This candor, too, may be a unique part of Okoboji. Lastly, the Fifteenth Okoboji Conference gives us an especially warm milestone in the presence of its originator and creator. It is my wish, that this group will agree that knowing, working with, and enjoying Lee Cochran has left us enriched. Upon the eve of his collegiate retirement, I simply say for all, thank you, Lee.

I hasten to add, all your Iowa colleagues, may accept a share in this expression of gratitude. It is difficult to plan a conference. Someone must do the work. Someone must accept the hurrahs or the barbs. This 1969 Planning Committee can take pride in the selection of the problem, as they kept the week vital, exciting, and meaningful.

The co-chairmen have been adept and kind, but firm in their conduct of the meeting. A professional job in the fullest sense.

From its beginning and through the years, Okoboji has had as its basic over-riding tenet, to assist in the development of leadership within the profession. Through this leadership, the hoped-for result has been that the maturity developed, would guide change to better instruction. Mature, thoughtful leadership is not easy to come by. Okoboji over the years has done its work.

(Conference Summary continued)

Early in Okoboji history, themes dealt with the scope and function of the audiovisual person. Topics in the late 1950's were concerned with how the audiovisual person could "sell" not only himself but his way of providing better instruction.

The fourth conference rose above this relatively uncritical self-concern and started reaching for a broader scope dealing with teachers, with higher education and with the tough process of professionalization. A historic milestone event occurred in 1959--the fifth conference--Wesley Meierhenry quietly introduced the term "media," "Audio-Visual" became "Audio-Visual Media." With this shift in professional vocabulary came an awareness of expanded interests, a widening horizon. Research was the call. This "aculturation" for the A-V man seemed to stop briefly. During the next conference our leadership needed a breather. They digressed into a round of exploration related to more media, more facilities, more research and more role definition. This sixth conference was a summary of the first five conferences. But Okobojians persisted on role definition still further in the seventh conference. The process of aculturation toward "new media" which started in 1961 meant an exploration of programed instruction.

The ninth conference created, what I consider, another milestone. Our leaders got involved in learning theory. Great! We are now on the path to identity with the learner--putting theory into practice. We adapted learning theory to learning spaces during the tenth session. Israel Goldiamond, the keynoter, talked about learning theory and behavioral goals. The die was cast. Since then we assumed the function of accountability.

The conference name was changed to Okoboji Educational Media Leadership Conference. The trend was from A-V to AV to Educational Media.

During the eleventh conference a self-assessment was the theme. "The Okoboji Conference: Its Development of Leadership." The conferees also looked at a related topic "Manpower Requirements in the Media Field and Problems of Teacher Re-Education and Media." In his summary report Curtis Ramsey states "The focus goes from nuts and bolts to function, theory, research to interpersonal relationships. At last," he said, "the educational media movement seems to recognize that curriculum change is predicated upon people change and wholesome people change requires sincere, dedicated and highly competent leadership of people."

Phil Lewis confirmed the need for professional leadership when he stated in 1966, "We are preoccupied with staking a claim for our existence and parameters of operation. But," he continued, "progress in technology, methodology, and learning theory make it increasingly difficult to reconcile this approach to increasing needs and demands of our field."

(Conference Summary continued)

The thirteenth conference dealt with the systems approach--a process by which our programs may be well designed and accountability is normal.

The industry-education dialogue of the fourteenth session seemed to allow for a new thrust within Okoboji and the profession which is continued today. We need to communicate--we need to talk and disagree to agree. Dialogue is needed not only between ourselves but with our colleagues and with all citizens so that instruction fits need.

So much for the review which seemed appropriate for this fifteenth anniversary of Okoboji. Before I leave this reminscence, one persistent phenomena permeates each of the reports. Many colorful adjectives appear in the reports. I thought you may like to see a few of these. Of course, you have added more. For those of you who are visually literate, you may wish to add the adjectives to the cartoons.

This Fifteenth Okoboji Educational Media Leadership Conference was opened by our host Lee Cochran, who briefly recalled the creation and development of this unique experience. Okoboji is just that because as Lee stated "You are Okoboji - you must provide its guidance, its substance, and provide the look over the horizon to the future."

Lee also stated that you are a select group of leaders but then proceeded to show a major concern. This concern bears repeating because I too show impatience with "leaderless leadership."

Involvement, he said is the key, yet, only 23 delegates felt it important enough to respond to the request for information. How many of us honestly did our homework? Could this be the reason for the early and persisting inability, doubt, and confusion about the topic?

An opening was made by Dr. Philip Hubbard, Vice Provost of The University of Iowa. He reminded us of our moral and professional responsibility toward the solutions of problems associated with various cultural groups. He urged us to recognize that education starts much earlier than in the kindergarten or first grade and that all environmental situations must be dealt with.

A major thrust toward thinking was generated by keynoter Medill Bair. He labeled the awesomeness of the problem as "One of the great challenges of our time is the development of complete programs to solve our problems." This kind of responsibility entered our deliberations as the designs for programs started to evolve. We made an effort to think.

Even though the theme is "Curricula-Media Dialogue," a warning was raised by Dr. Bair who said, "Curricula-Media Dialogue to me implies some sort of dichotomy--with one group labeled curriculum on the one side of the table and another group labeled media on the other side. This grouping conjures up visions of these groups discussing, ala the Paris Peach Talks, not the vital issues of curriculum-media but rather the size, shape and seating arrangements of the table."

Bair was candid with his criticisms of the media field and challenged our claim as change agents. Our dilemma rests not with the wide range of resources available for use by teachers and students but, he stated, with the lack of trained people for their effective use.

Bair's descriptions of the Hartford Instructional package, reading programs, and the "Hartford 74" program were examples of his district's effects to provide a commitment to solve the urban problems of Hartford through relevant instructional design and its implementation.

Some of you have indicated to me that he was blunt; others said he didn't hit hard enough. Suffice to say the challenges he posed are a plea to assist in the solution to the problems with new thinking, freshness and radical methods now absent from the traditional patterns. Is Bair himself right when he describes a new building program of over 40 million dollars? Do we really need new buildings for fifty more years to replace the current fifty year-old structures? Are we manipulating or rearranging old structures and ignoring new developments in electronics which provide, for example, direct home study centers? This implies the "By-Pass" theory that should lead to future Okoboji themes.

So what about the media field? Are we going to rearrange rather than create anew?

Gordon Tubbs made a statement in his summary report last year that bears repeating. "If we cannot demonstrate through leadership in the educational media field the power of our reflections, of our inquiries of one another here, of our judgments based on knowledge and action to make meaningful dialogue come to pass, then the hope for the great dreams and efforts of past, present and future media leadership is slight."

Considerable positive influence has been brought upon each of us. We have evolved a new insight, we have a new understanding of culture and ethnic groups. This week our knowledge base moved beyond media exclusively. Minds changed. Recognize these five days as real influences upon our work. You as individuals were changed and changed for the better. The processes you evolved this week must now wind up in your community.

Now you have joined a distinguished alumni, taking your place among the leadership in the field. We are challenged to continue the process of growth toward understanding human beings--our students and their needs. Each group experienced the dynamics of interchange. A metamorphosis was clearly evident. Each group delivered a product as they designed it. Yet many still fell inadequate because of too little time. Personally, I don't feel more time would improve the product. Time will always be too short.

I wish to cover two additional items before I close. First - some personal observations which reflect upon us as leaders.

1. This process was a self-fulfilling process. It increased your awareness of your identity.
2. We continue to operate microcosmically regarding media. We need a much, much greater vision of our role in the process of instruction.
3. Systems concepts have their validity. We must increase our skill and practice in the use of this process.
4. The media research which exists tells us something. We need to interpret, understand, and put into practice what relevant research offers.
5. The "it's not my problem syndrone" is dangerous for us as educators. I could lecture on this but I trust it is unnecessary.
6. Finally, I have repeatedly heard "we have said these things over and over for the last ten years." Maybe the reason is, you haven't been able to get out from behind your desk and do something about them. Whatever they are, we need to go to work and quit talking exclusively.

My final comments reflect some other challenges I wish to pose--as a first timer and from personal perceptions.

1. This Fifteenth Okoboji Conference is an anniversary milestone. All fifteen, have made an impact on the field. Concurrent developments across the country generally paralleled the work accomplished here since 1955. Okoboji, in fact has provided a major thrust for growth. Therefore, is it possible to foresee change within the format and structure of Okoboji?
2. Too often we ignore the public's call for assistance because we lack time, money, and people. These rejections are no longer acceptable. Change and creativeness demand new alternatives using the resources we have and will create in years ahead. Do we need more, more, more, or can we use creatively what we have?
3. Bill Wilson said, "Nobody is making himself a bed to settle away in." We have heard from our keynoter, consultants and our colleagues that if we don't complete the job of providing for instructional needs, someone else will do it for us. You are challenged to work toward leadership in planning, designing, and implementing.

(Conference Summary continued)

4. During this fifteenth year of Okoboji, additional milestones are registered within our DAVI structure. DAVI Executive Director, Howard Hitchens, and DAVI President, Lee Campion, provided challenges across the board. Joint efforts by educators are increasingly evident. Through these efforts, we have achieved federal support which was previously eliminated. We must rise together to this renewed Congressional confidence in the educational community. The DAVI organization is in a difficult transitional stage. A new constitution, staff changes and relationships with NEA provide a burden upon us as individuals. Action during these months must reflect a professional concern for growth in DAVI.

5. My final challenge is a plea for challenging the self. I take my rationale from the late Dr. James Finn. Evidence of his first law was at times lacking this week. As a graduate student of his I learned that "The world belongs to him who does his homework." Do your homework.

In conclusion my contribution to the Okoboji adjectives is "Self-Actualizing." I hope each of you are and will see a measure of fulfillment in this unique experience.

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(Tenth General Session continued)

VIII. Harold Hill explained the legend of Um-Ga-Wa for all neophyte conferees.

IX. Various symbols awarded during the conference, such as the rest gavel and the corn-eating award, were returned to the co-chairmen.

X. Co-chairmen Gordon Tubbs and Richard Pfund expressed their gratitude to committee members who had assisted in the administration of the fifteenth Okoboji Conference. They expressed their special thanks to Edward Dawson and other members of the Blabbermouth Committee who undertook an unfamiliar task and performed admirably.

XI. The cc-chairmen returned the conference gavel to Lee W. Cochran at 9:55 a. m. with the hope that "we can bring future conferences and future leaders to Mahan Hall."

XII. Lee W. Cochran accepted the gavel and read the following statement:

> You have spent four and one-half days wrestling with the problems of urban, suburban, rural and higher education

and the contribution curricula and media might make to improve the lives and in turn the education of young people in this country.

Your struggle to complete reports that you are willing to put your names on, was about par for Okoboji. Perhaps some of the groups were at the starting gate ahead of groups at other Okoboji conferences.

At the opening of this, the Fifteenth Okoboji Conference, I gave you a quick summary of the past fourteen years. We can now add another year, completing the fifteenth year. To me these have been exciting years, and as I retire at the end of next week, I can say that the 800 plus delegates who have attended Okoboji have motivated my life--probably more than I will ever know.

To those who had attended previous conferences and who contributed to the many gifts I received at my honorary retirement dinner on June 21, I wish to say thanks. The gifts were gratefully received and appreciated. They will long be remembered. Of the hundreds of letters received, I will try to answer each one after turning the directorship of the Audiovisual Center over to Bill Oglesby. In regard to Bill, we at The University of Iowa realize we have a fine young man who will bring much to Iowa, and that Ohio will have lost by our gain.

The Okoboji Conference will no doubt continue for many more years. At least the concept of its development of leaders should continue, whether at the Iowa Lakeside Laboratory or in some other form. As long as my health will permit I hope to be a part of Okoboji, and be somewhat a behind-the-scenes helper.

I hope each of you will consider that Okoboji has made a major contribution to your professional career. If you have been inspired, please share it with others in your region or state. Let's spread the word of ACTION regarding the immediate need to help in the ghettos of America, to improve educational opportunities for all children.

Thank you for coming to Iowa and for your contribution to this conference. We here in Iowa gain so much by having you people come from all over the United States, from Canada, and Puerto Rico, to visit over important problems relating to education. God be with you on the return to your homes. We of the Iowa Committee hope you will return again soon. I am honored to adjourn this Fifteenth Okoboji Conference, with the hope that many more such meetings will continue to provide leadership in educational media.

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These were the concerns submitted by the delegates to the 1969 Okoboji Conference. They were distributed at the conference and used by the Planning Committee and by other delegates to help formulate the discussions.

CURRICULA-MEDIA DIALOGUE FOR MEETING CHANGING COMMUNITY NEEDS

1. JOHN BATTRAM

A. The unique role of the Instructional Materials Center in a core city school.

B. The emerging role for Instructional Media in individualized instruction and continued progress education.

C. The role of Instructional Media in providing enrichment experiences for the culturally distinct youngsters whose impediment is that of meager experience.

D. The power of Instructional Media to motivate learners with low motivation. This concern implies the process and procedure for overcoming low motivation.

2. DAVE BERKMAN

I'm most curious as to how many others the incongruousness which characterizes this year's Okoboji Conference has occurred?

I ask this because I would suggest that we are faced with this most critical paradox: only to the extent that we do realize the almost Kafkaesque disparity between the topic on the one hand, and the nature of the setting and the makeup of the participants on the other--only to that degree, does the meeting have the remotest chance of accomplishing anything even slightly meaningful.

Here we are, a group which, I am told in June by the two conference officials with whom I have spoken, will be virtually all white, retiring to some idyllic region in Outermost Iowa, there to discuss, and attempt to solve the problems besetting our crisis-ridden system of urban (read: "black, inner-city") education. In other words, here are we, who are representative of those who've sat back for so long, while complacently watching the school systems which serve black and Spanish kids go to hell--here are we (!) going to sit down and decide what the educational needs and problems of black people are, and how we should go about meeting and solving them! (And when word gets out to them pickaninnies on their slum plantations about how all us good white folks done spent a week studyin' them and solvin' their problems--why I'll bet we gonna be able to hear their songs and shouts of praise and gratefulness way back to the shores of that ol' lake!)

In the words of my ancient Gallic forebears: We've got one lot of chutzpuh!

The mere fact that plans for a conference on the problems of black education could have proceeded as far as they have without any apparent realization of the absurdity of this situation in which a group, 90 to 95% white, will sit back and decide what's wrong with "their" education and how "we" would right it for "them," raises, in my mind at least, very serious questions as to whether the people who run and populate the Okoboji Conference are qualified to run a conference dealing with this problem.

That, in fact, this realization had not occurred to at least the two planners with whom I spoke, I found it difficult to believe; certainly in 1969. But even more astounding was the reaction I got when I suggested that it was not too late to make the effort to insure the involvement of a meaningful proportion of black participants: "Well-you-may-have-something-there-but-we-do-have-our-procedures-for-selecting-conference-delegates-and-there's-not-much-we-can-do-about-that-now!"

So a group which can't do much about changing the ground rules for this little conference because, "afterallwedohaveourrules," is now going to show itself ready to take a hard look at all the big rules and impenetrable regulations which lie at the core of American education's failure to educate its non-white minorities, and will prove ready to recognize the need for their obliteration!

NOTE: Some authors of "concerns" were unable to attend the conference.

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But why am I, a white, invited as a guest resource expert, accepting the invitation extended me--when the logic of everything I've stated here argues that I should decline? My answer, I guess, has to come down to the rather immodest one of, if I'm correct about the lack of awareness and especially the sensitivities as to the nature of the problem which exists, maybe, even though white, I can still contribute something

Let me suggest however, that if the decision were up to me, my recommendation as to the most constructive thing which DAVI could do about this year's conference (if only from the crass, public relations point of view of preventing itself from looking so foolish) would be to cancel it!

The chances that any group so overwhelmingly white, which assumes that it, as such an essentially non-black body can understand and diagnose the education problems faced by black people, is simply too remote.

But what is most appalling is that one stark fact that here, in 1969, there exists a group of educators 90 to 95 per cent white, which thinks it can!

3. PHILIP D. CARLOCK

A. It is my opinion that the Okoboji Conference can best attack this year's theme by stating the objectives of the American School today. While discussing "The Curricula-Media Dialogue in Urban Education," we must ask ourselves first, who should benefit, and secondly, is he being reached? The problems of the cities must be examined by community laboratories, and we must bring together the information that we already have about our urban communities, organize it, and make it available to all who are working to solve our urban problems within the American educational structure. Up until now, much of this information has been available only to government agencies and government task forces working on these problems and not to the experts in our field who are directly concerned with these problems. A most important facet of our study of the urban crisis should be the use of technology to make our educational systems more effective.

B. The first priority in education then is not the quality of our educational practices as much as it is the effectiveness with which we are reaching the student with our knowledge and educational resources. We must consider the student's years from six to twelve as the crucial period in which we can train them to overcome the present breakdown in instructional communication.

C. Learning to cope with the urban crisis is a must. Many educators choose to close their scholarly minds to the idea that there is an urban crisis. This fact was stated in the February 15, 1969 issue of SATURDAY REVIEW, which carried an article entitled: "St. Louis: City with the Blues."

D. My final concern is that we not overlap in the measures we use to meet the urban crisis. With the new types of schools, new teaching methods, and more effective integration, are we encouraging the instructional and educational processes or are we creating more problems than we are solving?

4. JUDE T. COTTER

METHOD OF INSTRUCTION IN URBAN SCHOOLS

In many large urban areas, instruction is based upon a global view of methods rather than upon the manifest needs of a particular sub-group. Auxiliary services such as the Visiting Teacher, Medical Program, Lunch Programs, etc., are provided to meet the manifest physical, social, and psychological needs of students from diverse backgrounds; however, the curriculum and methods of teaching tend to be rather uniform, completely ignoring the diverse learning backgrounds of students.

Even a cursory review of sociological and psychological literature will reveal two significant facts:

1. Learning which has immediate reinforcement tends to produce more lasting results.
2. Among lower socioeconomic groups the ability to delay gratification is greatly reduced when compared with other groups.

In a typical middle class reading room, it may take several days to introduce, develop, and complete a reading selection. Written work which accompanies the story is returned one or more days after completion of a segment of the reading selection. While this method has worked for many years with middle-class youngsters, there is some evidence which indicates it is less than effective when used in urban schools whose student body is composed of students from lower socioeconomic families. When the above cited method of reading is attempted the student from a lower socioeconomic background, who tends to need immediate gratification does not receive it, and the positive aspect of immediate reinforcement of new learning is lacking.

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QUESTIONS:

1. Is it possible, through the use of educational media, to provide meaningful feedback to students in Skill Areas?
2. Is it possible through technological means to provide reinforcement of SOCIAL learning which is deemed important by most teachers?
3. Is it possible to provide "personalized" instruction on a wide basis through educational media?
4. If media can help answer the above three questions, what then is the new or different role of the classroom teacher?

5. W. P. DAVIES

The large consolidated system in which the writer functions has some of the aspects of the ghetto, but with a greater trend toward the rural than most large systems experience. Within our enrollment are Pueblo and Navajo Indians, and those of local area descend.

The experience and language development of these disversified enrollees and family aspirations probably run about as far afield as is to be found.

Where and what is the fundamental problem in these situations, the pre-school environment, the curriculum concerned with pre-teenagers, the teenager and secondary schools. Does the problem change with the type of home as well as the ability and attitudes of the student?

Is reading achievement the heart of a successful program as measured by keeping kids in school, on into and thru college. The drop-out rate of one of the universities in a problem area of this state is in excess of 70%. If reading achievement isn't the key, what is, or what combinations?

Which is more effective and economical, well trained, ingenius, dedicated teachers given time and provided with supplies to create materials which are relevant to the student, or commercial media created to meet the need in large market volume situations.

Government sponsored projects, Headstart, Language Arts, Migrant Program, Teaching English as a Secondary Language, Special Education, etc. are all experimenting with both commercial and teacher prepared materials. Little publicity is given these materials as to what seems the most effective. Perhaps materials effective in these problem situations would be even more effective in the normal classroom situation.

Large mailing, spray type, to all schools and all teachers from mail order concerns have hit most organizations. These catalogs often list current materials, but often contain materials producers have apparently dumped as they do not seem to be listed in current producers catalogs. In most instances the producer is not listed. As a result many teachers are ordering from these catalogs materials which can be purchased from local dealers without cost of transportation.

What is the simplest resolution? File 13 for all catalogs which do not list the producers?

6. JAMES DAVIS

I would hope that the conference might deal with methods, systems, and instruments media people could use to evaluate some of the media oriented efforts which have or will be undertaken in various settings.

A recent study by Batelle Institute in Columbus, Ohio, deduced that "it cannot be shown that there is a need for more technology in education based on expected improvements in student achievement." While many factors have contributed to this situation and this sort of finding, I'm concerned that part of the blame falls to inadequate measuring devices, systems and efforts.

Several other steps should precede this phase, such as identifying community needs. It would be possible for specific groups to focus on separate elements of the total topic so that the last step of evaluation doesn't get left until too late.

7. EDWARD H. DAWSON, JR.

A. Are we all talking and thinking about the same thing? Do we have a preconceived notion of what URBAN means? Webster says "pertaining to cities or towns." The 1960 census states urban as being an area with a population density of 1,500 per square mile regardless of political consideration.

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B. Too often the literature confuses "urban education" with the color of the skin. The skin color, the ghetto, appear more as ancillary considerations to the greater problem of education for all.

C. To establish a concrete point of reference that will enable the educator and politician to know what urban means is very necessary. One finds the use of single words confusing to describe a totality - a generalization. (Ghetto: Oxford English, Italian derivation from borghetto, 1611 A. D., a section of a city where Jews are required to live).

D. Are we going to be talking to ourselves? Okoboji has developed an outstanding reputation in the media oriented community. However, the light is under the basket and with such a current and important topic, more support in dissemination of the final report should be strongly urged. All too many boards of education put the money on the teacher and not enough on teacher support which is critically needed in all phases of education.

8. ROBERT M. DIAMOND

A. The critical interdependency between the media specialist and the curriculum specialist must be articulated and a close relationship established.

   1. The curriculum must be defined in measurable objectives before new techniques can be explored and evaluated.

   2. Only with the effective use of instructional technology can the curriculum goals that are established be met within the existing limitations of time, money, facilities and faculty.

B. The media "generalist" must increase his activity in curriculum development articulating the need for and demanding measurable objectives from those area specialists responsible for the goals and content of a curriculum. He should, in the process, clearly separate his role from those of the content specialist.

C. The training of media personnel should be modified to include the skills and attitudes required to perform the above capacity.

9. VERNON S. GERLACH

A. How shall the changing needs of the community be determined? By whom?

B. What competencies must an individual possess in order to represent the media half of the "curricula-media dialogue"?

C. What qualifications must the curriculum person possess in order to represent the curriculum half of the "curricula-media dialogue"?

D. On what kind of evidence or data must the media specialist base any recommendations which he wishes to make?

E. On what kind of evidence or data must the curriculum specialist base his recommendations?

F. Where is the first line of responsibility for implementation or for installation of innovations in educational systems once it has been decided that changes are necessary?

G. What process shall be established for evaluating changes that are introduced?

10. HAROLD E. HILL

A. How much do we really know about the sociological factors influencing the educational potential (or lack thereof) of the various groups and sub-groups making up the modern city's population?

B. It is important that new methodologies be developed in light of the factors indicated above. We must not assume that the old, existing educational practices will apply in the case of the modern city (especially the inner city). We must not impose existing methods on this greatly different situation.

C. We must be concerned not only with a "general" education to help these people culturally and socially, but with the even more important problem of helping train these people to make a living in a world which is not yet too receptive to their needs.

D. Are we really knowledgeable and expert enough to do the tremendous job that needs to be done?

11. MAYO J. HUISMAN

A. What particular objectives of education does a particular medium serve and what function does it need to perform in order to serve that kind of objective?

B. How might we utilize the strengths and/or minimize the weaknesses of a teaching strategy, i. e., the utilization of different materials and the different ways of using them by either teachers or students?

C. As an educational media specialist, are you REALLY a change agent as viewed by the social psychologist or sociologist?

D. Our theme is written, "Curricula-Media Dialogue. . . " Are we not usually fitting ready-made media into a curricular area rather than developing media as a sub-system of curriculum development?

E. Are we as media specialists involved effectively and affectively in the decision-making process?

12. JAMES B. LANE

A. Because public schools are owned and operated by the people of the state and of the local community, there is an obligation on the part of school officials to take the public into their confidence and to provide them with the information they need in order that they understand the total educational program. The public must be made aware of the opportunities that are available for their participation in the total social task of making good schools even better. What are the characteristics of an efficient public relations program--how should it be conducted; what materials are needed; what are the responsibilities of school employees; how should the role of the school plant be interpreted; and what techniques can be used to appraise outcomes?

B. Can a system-analysis method be used to identify school-community problems and offer a framework for suggesting and testing new answers?

C. The improvement of school-community relationships calls for cooperative undertakings to understand mutual needs and to develop instruments for their solution. What role does each of the following people have in making this process effective:

1. The student
2. The teacher
3. The media specialist
4. The school administrator
5. The school board member
6. Local pressure groups
7. The local businessman
8. Community service agencies
9. The private citizen

D. Does a school system's public image really create a true picture of local education or does public relations represent a science which must be used as never before?

E. Curriculum development, dealing as it does with all educational needs, would create programs carefully adjusted to individuals. The nature of individuals would be considered in meeting society's demands on education For what is good for the individual is good for society and vice versa. Curriculum development would, therefore, be concerned with developing a socially desirable kind of education. Will these objectives create an educational setting where individuality is encouraged or where instruction is guided by society's dictates?

13. STANLEY McINTOSH

Many forces may condition behavior and attitudes in contemporary society. These forces are perhaps at their greatest in both diversity and intensity in urban areas. One of these forces is comprised of multiple mass media and surrounds the individual in his informal, outside the classroom life. Another force involves the individual inside the classroom with formal assignments. My concerns are:

A. How do we explore and appraise the relative educational values here, with respect to the goals of a general education?

1. To what extent does mass media contribute? Support? Interfere?
2. How do we apply what we find out from exploring?

B. How do we train, and, or, find the caliber of teacher required for not just "turning the student on", but for engaging with the student in the genuine enterprise of learning?

14. D. E. NALLEY

PROBLEM: During the 12 years I have worked in this school area it has made the complete transition from rural small town to urban community. We grew from 18 classrooms in first seven grades to 75 classrooms now needed. A second change has been that our entire system has been racially integrated with the dual system completely phased out.

Our school is somewhat a leader in audiovisual equipment and the utilization of media, both print and non-print. Our media program encourages both teacher and student envolvement, in planning, preparing and using a variety of materials for motivation and enrichment.

This last year our big idea has been to meet the needs of each individual in our integrated system. Approaching from this angle we found, even though a very small number of our enrollees, an element that was very difficult to reach and communicate with. This element might be termed as culturely deprived and the cause could be the outcome of a multitude of reasons. Discipline in this area has been a problem this year as never before. Stern disciplinary action has not been the answer. The problem has been that these children have not been capable of responding to our normal school programs.

NEED FOR MEETING CHANGING NEEDS: These children have been outcasts and rejects from society. They have never done anything they can be proud of. Their self-evaluation is negative and zero. We can not teach value to those that have no values.

We teach them subject matter in the disciplines and when they cannot keep the pace of other children we brand them further failures. It is only human for them to exert themselves in unfavorable actions if only for attention. This brings their only recognition.

ANSWER TO PROBLEM OF NEED FOR CHANGE: An expanded educational program is the need of these children. We need to identify this problem student in the first grade. We cannot afford to wait until he is a drop out. We need a program that will build their self value. Let them do things that will make them proud of themselves. This is not to teach them the 3 R's.

It must be a therapy approach. It is the expression of a craft, art, design or something expressive if only putting blocks together. We must give them a physical expression that is creative and constructive. Once they have a sense of achievement then we can go onto subject matter, but they must first be taught a love for learning and school.

Too often we want to wait until as a drop out he can go to trade school, but we cannot wait until he is a failure. We must build on an early level and make them proud of their way, culture, and place in the community.

It is no answer to throw them in with everyone else and then be blind to their non-achievement. Let's gear the program to give them something they can do, to meet their personal needs.

15. WILLIAM B. OGLESBY

A. Who identifies and interprets "community needs"?

1. School administration
2. Faculty
3. Students
4. Parents
5. Community Groups (PTA, Boosters, Service Clubs, Welfare agencies, etc.)
6. Local government

B. What are the most pressing "community needs"?

1. Personal identification
2. Vocational preparation
3. Health and recreation
4. Spiritual upliftment

C. What criteria are used to interpret these "community needs"?

1. Historical perspective
2. Local pressures
3. Business interests
4. Educational/sociological philosophy
5. Desires and interests of all involved in community

D. To what extent is the school expected to meet community needs? To what extent does it? What tasks does the school share with the home? the church? other social agencies?

(continued)

E. On what basis do schools establish priorities to meet these "community needs"?

1. Finances available
2. Number of people affected
3. "Value ranking" of those involved
4. Competencies of existing staff and faculty
5. Adequacy of current plant and facilities
6. Overall effect on general community
7. Vested interests

F. Who participates in designing curriculums for meeting changing community needs?

1. Administrators
2. Teachers
3. Curriculum supervisors
4. Media specialists
5. Students
6. Parents
7. Community group

G. Can media contribute to meeting these needs? How can they be effective? and why?

H. What is the character, organization, and responsibility of a media program which can meet community needs most efficiently and effectively?

16. J. RICHARD PFUND

A. Too often we depend upon media in the existing curriculum format rather than a new blend of educational experiences to meet the needs of a school population that never knew a day without television, computers, and satellites.

B. Although the emphasis of this conference is to be on urban education, we should make an extended effort to strike a balance with suburban and rural problems which may have a direct relationship to the stated problem.

C. When will we exemplify a curriculum-media balance in the field of instructional technology that will help us "show" rather than tell others how efficient and effective learning can take place?

17. FRED JOHN PULA

The topic for this year's conference is a truly significant one and critical to any progress that can be made in public school education. We must abandon the idea of trying to mediate curriculum that is as solid as a mausoleum. Instead, we must involve the students, community as well as the educational profession in determining that which is of greatest importance and benefit to the children and try to mediate that.

There are several areas that should be given special study: (1) Personnel recruitment, employment, and training on all levels. Should recognize that color integration is important; but more important is integration of attitudes toward race, purpose of education, meaning of the job. Job descriptions and methods of training, as a result, may have to be completely re-vamped. (2) Curriclum revision - for the most part, curriculum is white, middle class oriented; fails to recognize that urban America is multi-racial, multi-ethnic, and multi-cultural. It is necessary to review the subject matter being taught, the ways in which it is taught, and the materials with which it is taught toward the end of making it multi-cultural, multi-racial, and multi-ethnic. Curriculum should include subject matter of a non-intellective or psychomotor character as well as cognitive. (3) Examination and modification of school social systems from the perspective of the student. We should stop giving lip-service to the statement that all students are treated alike and recognize that all students are not equal within the school structure. We should recognize that the school structure has several layers or facades: formal, semi-formal, and informal. It is the informal one that is most important and deserving of attention. (4) Evaluation and research - people developing programs have few criteria for judging approaches and evaluating materials. Developers need sound conceptual structures around which to build new programs. (5) Teachers and administrators need more planning time to deal in depth with the issues that are raised in adopting media and curriculum for the urban schools. Such planning should be federally-financed as well as underwritten by the local educational and community agencies.

A major concern, I believe, is how we can establish lines of communication between the parties that must be involved in this gigantic operation. A mutual trust must be developed. If this can be achieved, what a wonderful example for the children in the public schools to look to!!

18. LEWIS SAKS

A. The media bag is now centrally located in the American culture and, of course, in the schoolhouse. Where are we in 1969 in terms of the ability of the state of the art to reflect a pluralistic America in real terms on the screens of the inner-city schools that is both image-building, truthful and, importantly, uplifting in the healthiest of ways?

B. Visual literacy is a key implication and competency in the schools of America. What kind of teacher training makes their talents more tuned in as educator on using media to help city boys and girls understand their situation, the world around them, and those avenues by which the city youngster can profit from his environment and cope with the unlivable? How can films and tapes and the media do the job well in orientation, in teaching and in both motivation and programmatic effort?

C. How does the teacher become professionally activist in developing the critic's hat in evaluating films and other media? How responsive can the educational materials field become to today's nation-in-ferment? Can an expanding American technology be made understandable to learners of all different range?

D. What are the fundamental charges to the media specialist in terms of helping teachers and helping students? How functional can the media center be designed in 1969 to be truly responsive to today's climate and challenges and to tomorrow's opportunities and roadblocks to good communication and superb teaching-learning?

19. ARTHUR M. SUCHESK

A. Requirement

A realistic approach to curriculum media design. A real time appraisal and evaluation of the target populations involved; terminal performance objectives; evaluation, validation, and corrective feedback techniques employing the systems approach.

Discussion

Establish standards and design a collection instrument to serve as a national guidance model for local curriculum-media specialists to use in formulating a structure in their own custom-designed program needs.

B. Requirement

Extensive national duplication of effort, cost and curriculum-media materials development that are not systems- and terminal performance-oriented, and that by and large have no accountability or verification system built into them.

Discussion

Vendors produce materials that are highly marketable, ignoring the subject areas of lesser market value. The market seems to be flooded with duplication of materials in predominant subject areas. A priority list of subject headings and systems standards requirements should be prepared and given to vendors for their product attention.

C. Requirement

Research and development outputs are hard to access. Should we not benefit from past trials and errors? We should encourage educators to accept industrial research and development concepts; that is, it is okay to make mistakes; and to encourage administration to work along these lines.

Discussion

Methods of collating research and development outputs, and placing data into readable formats. The implications of the "era of accountability" for education and the new concept of educational management.

D. Requirement

With the 25% national mobility in our population factor, we have an urgent need to standardize curriculum (especially in the occupational training areas) in order to insure commonalities among the mobile population.

Discussion

Design and produce techniques and systems that will insure curriculum and media compatibility between national regions, thus insuring the mobile portion of our population immediate access at acceptable levels into schools or industry across the nation.

20. PEGGY SULLIVAN

Two things seem to me critical in regard to full utilization of media in urban schools:

A. Lack of "hard knowledge" about the effect of media on children with learning difficulties, when they are assembled in class-size groups or larger groups. This is complicated by:

   1. Mounting political and community pressure for results in urban schools, forcing educators to opt for the best techniques available, but also for ones the value of which has been proved.

   2. Lack of opportunity to experiment in urban schools because of bureaucratic red tape, sensitivity to community reaction, competition or conflict between schools, and high mobility of teachers combined with their reluctance or antipathy toward actual experimental programs.

   3. Mistrust of information based on individual instruction, viewing, etc., when attempts are made to transfer or to apply this kind of information to urban schools.

   4. Problems in getting accurate readings of ability, progress, etc., on children in urban schools when the system's research arm controls and interprets tests, often making comparisons within the system only, without reference to other standards or norms.

B. Sociological or social factors prevalent in urban educational systems. In addition to the mood of teachers and community, noted above, these include specifically:

   1. Age and layout of school facilities, with many built prior to extensive use of media. This not only often means that no media center facility was included, but that wiring is not provided for extensive use of electrically-operated media (and this is a problem in the jerry-built new facilities, as well as in "temporaries" or "portables"), stairways make mobility of equipment and materials difficult, and fenestration and acoustical treatment militate against effective use of media.

   2. Problems of theft and pilferage, whether real or anticipated, create problems in making media truly available on an individual as well as on a group basis throughout the school.

   3. Budget and other problems which seem exaggerated when each item recommended is multiplied by the number of items that would be required in a large system. This is a problem in establishing per pupil cost for media in general, as well as in indicating the multitude of copies, titles, pieces of equipment, etc., that are required when a large school system invests.

   4. Related to the above item is the complexity of a large system where inertia will no doubt have greater effect, and where long-established patterns of organization may tend to maintain a status quo in terms of organization of media, deployment of media personnel, etc.

21. CHARLES J. VENTO

Assumption: That the theme is indicative of the increasing need for "Audiovisual" people to join curriculum specialists to provide instructional experiences appropriate to students.

Concern: How is it possible to convert the thinking and conceptual framework of an "audiovisual" (technician) person from taking care of the store in a vacuum to a curriculum oriented planner and developer (instructional technologist).

Should the audiovisual person continue in his "paraprofessional" role and the profession redirect its major effort to professional training programs for training instructional technologists?

These questions are not meant to eliminate the paraprofessionals from our considerations only that a proper interface be created with professionals in order to attain the respect of educators in the planning, development and implementation of curriculum (instructional experiences). Until a high degree of professionalism in training and work is achieved we are not in a good position to set standards for instruction.

I am continually cognizant of the power of materials producers in determining curriculum at the local level. The audiovisual person's role has been to superficially "pigeonhole" materials as they come off the press without a serious assessment of needs in his community. A glaring example of this subservience to the industry occurred when the study of Africa in California was changed from a junior high level to the fourth grade level. Producers merely regraded their previously released material.

It may be unfair to assess last year's Okoboji Conference, however, the report indicates elements of the profession continuing to take its leadership from the industry. Okoboji should exemplify leadership not followership. This brings to mind the second concern:

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How do audiovisual individuals demonstrate and prove to curriculum planners that they have the ability and knowledge to assist in the planning, development, and evaluation of relevant instructional experiences?

In my second concern it is a peculiarity among all educators that they endlessly define why new things won't work rather than working toward establishing a base for making innovation successful. I have listened to audiovisual people as well as curriculum people talk things to death through negative responses rather than developing a positive attack on the idea under consideration. Examples of this relate to CAI, ITV, and Programmed Instruction among the newer media. Others are in new-different curriculum frameworks. Because of this "talk to death" syndrome education still needs some powerful change agents. Who?? Will the instructional technologist emerge as a leader--or continue as an audiovisual director?

A major attack upon the solution to the above is to define a stringent-relevant professional training program, publish requirements and establish credentialling standards. The standards must reflect professional preparation. The position paper on training prepared by the DAVI Commission on Credentialling is still inadequate in terms of professional training. Even though there are differences in sophistication levels of personnel in the country, it behooves us to establish a high standard rather than evolving one from a paraprofessional level upward.

Finn's article in the December, 1965, Audiovisual Instruction, Marginal Media Man is still relevant.

22. RICHARD A. WHIPPLE

The conference theme, Curricula-Media Dialogue for Meeting Changing Community Needs, concludes with a word educators use freely without offering a precise definition--needs. What DOES a community need?

Board of Education: More teachers, books, equipment, buildings, MORE MONEY.

John Q. Public: Fine home, new automobile, higher education, LOWER TAXES.

Susie Scholar: Thicker books, thinner vacations.

Harry Hotrod: Thinner books, thicker vacations.

I am serious in my concern that each individual, group, business, city, state, or nation has a concept of its needs which may well be diametrically opposite those of its counterpart across the fence. Global conflicts and fist fights over lollipops are fought to alleviate someone's needs, AS HE SEES THEM!

My concern is that we are able to define a need before we seek to meet it. We must be double certain we do not then impose our need concepts upon those who do not think they need what WE think they need. This is the stuff drop outs are made of!

As the world shrinks, through advancements in education, communication, and transportation, these needs become more intense:

1. Human understanding, across national, racial and religious boundaries.
2. Individual freedom with social responsibility.
3. Opportunity for anyone willing and able to use it for the common good.
4. An awareness that there is not, nor should there be, a state or federal Santa Claus who hands out goodies, asking NOTHING in return.
5. An education which meets each individual's needs according to HIS concept.

Any specific list of curriculum, media, or community needs I might offer would most certainly be repeated by one or several contributors to this report, if the 1968 summary is an indicator.

My concern is that we put whatever needs this conference defines into proper perspective with regard to the universal need, human understanding.

23. DONALD L. WINSOR

A. The "understanding gap" between many professional AV persons and

1. the staffs working in urban areas
2. the persons with whom the staffs are working

(continued)

B. The types of training and experiences required for those wishing to become more effective media persons working in the urban areas.

C. The needs to overcome the more and more divergent value and viewpoints of the urban groups and the professionals.

24. JOHN R. HOLMES

I do feel that attention should be given to the overemphasis often placed on our educational programs for urban society to the distinct detriment of agrarian America. By historically not solving rural problems, we have forced as a nation thousands of people to migrate to cities in the hope of realizing the American dream. Unfortunately, these individuals have not been able to assimulate into the urban pattern.

These problems are compounded each passing day, when we are unable to meet the needs of our youth educationally and vocationally. This is an awareness that we experience in our work with Indiana's "Appalachian" young people.

I would also suggest that we acknowledge that the urban problem is not totally a situation of the Black American, but that it is composed of many groupings of individuals including the poor white, Indian, Mexican-American, and foreign born.

Lastly, I would suggest some attention to the problem of finance and administrative commitment which is at the heart of many rural and urban educational problems.

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